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AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION
THE SAFETY OF A REPUBLIC

VOL. XXXI.

217 OLIVE STREET, ST. LOUIS, MO., AUGUST 9, 1898.

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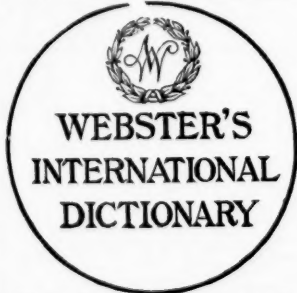
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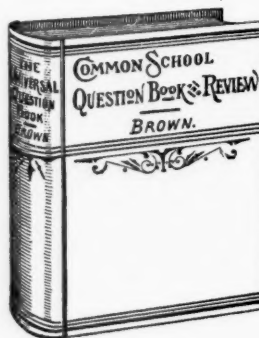
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AMERICAN JOURNAL OF EDUCATION

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VOL. XXXI. 217 OLIVE STREET. ST. LOUIS, MO., AUG. 9, 1898.

No. 8.

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National Educational Association. The great educational meeting at Washington was in many respects much like the annual meetings the past three years. The number enrolled was about the same as at Milwaukee. The attendance at the various meetings, however, was away below that of former meetings. The plan of holding two general meetings at one time does not seem to meet with much favor. Though it only makes two divisions it seems to divide the enthusiasm by more than four.

The weather was delightful and everything that could be desired. In this respect it reminded one very much of the Buffalo meeting. That Buffalo meeting, by the way, was so far ahead of any that have been held since, in interest, enthusiasm and perfect local arrangement, that we always hear it spoken of when making comparisons. From a national and historical point of view the meeting was a grand success, and its influence on the schools of the country by having so many of the teachers brought into direct contact with the government will be felt in the new lessons of patriotism and greater love for our grand Republic.

The teachers had the rare opportunity of seeing all departments of our great national government in actual operation.

The wonderful Congressional Library was seen both by daylight and electric light and admired by thousands. The various department buildings, the White House, Mt. Vernon, Arlington, Alexandria

and many other beautiful spots in and around Washington, places that are full of historical interest, were thronged daily. These were much greater attractions than the set papers and addresses and, as many remarked, the papers could be read and digested during the winter evenings, while this historical treat must be enjoyed now.

Permanent Secretary. The principal act of the meeting was the creation of the office of permanent secretary. When the office was created there was no question as to who would be the first incumbent. Irwin Shepard has held the office so long and proved so remarkably efficient that no other name was thought of, and he was elected for a period of four years at a salary of \$4,000. He has been receiving from the association a salary of \$1,500 and Mr. McNeill, the treasurer, has received a salary of \$750, so that the increased expense to the association will be only \$1,750, while the advantage of having a man who can devote his entire time to the interests of the association is manifest, and will no doubt be a benefit to the association. We hope that Mr. Shepard will establish a central office at some such point as Chicago or St. Louis, where its records, its bound volumes, etc., can be kept on hand, and where a permanent home for the association may be established.

The Exhibit. The most complete failure was the educational exhibit. It was held in a building called the hall of the ancients, a very new building, in spite of its ancient name, which few Washington people knew about, and which was supposed by many to require an admission fee. Very few people found it and the publishers who were at considerable expense to make exhibits in this building felt that their time and effort were wasted. Unless better arrangements for this purpose can be made in the future there will be no exhibit.

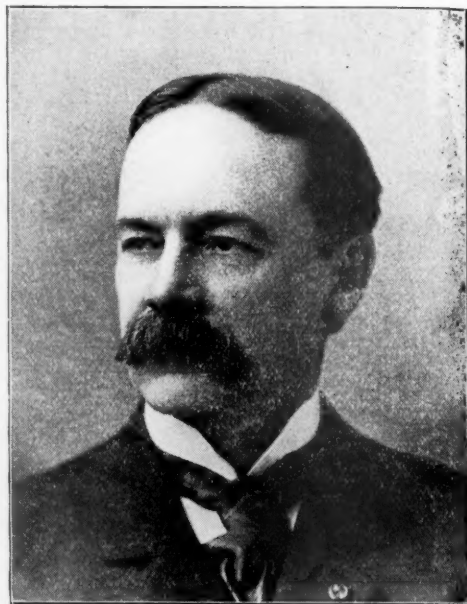
Sickness Among the Delegates. There was a great deal of sickness among the delegates, but it was mostly of short duration. Nearly everyone blamed the Potomac water, but we rather think it was too high living, especially as the sickness seemed to be confined almost entirely to those who stopped at the finest hotels on the American plan. C. W. Bardeen, writing on this matter, says: "It is safe to say that if the entire convention had been put through a civil service examination, and one of the questions in physiology had been 'Name the parts of the human body,' they would all have headed the list with the bowels. Even President Greenwood was so entirely thrown off the active list that the New York School Journal in reporting the meeting thinks it necessary to state for him that he 'never drinks alcoholic liquors.' The Arlington one or two nights certainly had need of the Red Cross ambulance corps."

The New President. E. Oram Lyte, the new President, has been associated with educational affairs for over thirty years, and has been identified with a number of educational movements. For the past eleven years he has been principal of the First Pennsylvania State Normal School, at Millersville. He has regularly attended the conventions of the National Educational Association for nearly fifteen years, and a few years ago became a life member of the organization.

He has been a member of the National Council connected with the association for a few years, and has several times been a vice-president. The school of which he is principal is one of the largest normal schools in the United States. He has also served as President of the Pennsylvania State Teachers' Association. He was one of the committee of ten that had charge of the Educational Congress during the World's Fair. The newly-elected President is an M. S., A. M., and Ph. D. He is also the author of several text books on languages, among them being "Elementary English," "Elements of Grammar," and "Advanced Grammar and Composition."

Mr. Lyte is an enthusiastic member of the association, and believes it to be the greatest educational body in the world. His election was unanimous and entirely harmonious.

President of the National Council. President A. R. Taylor, of Emporia, Kan., was elected president of the National Council of Education, and a better selection could not have been made. Dr. Taylor is one of the most progressive, practical, earnest and enthusiastic educators in the West and we are proud of the honor thus conferred upon this section. In



E. ORAM LYTE, MILLERSVILLE, PA.
President N. E. A., 1898-99.

another column we publish an article from Dr. Taylor, giving some of his impressions of the meeting, which we know will be read with interest.

Re-Elected Treasurer. I. C. McNeil was re-elected treasurer. Mr. McNeil has held this office for several years and is very popular. His re-election year after year is a fitting acknowledgment of his sterling worth in this office.

Beautiful Teachers. Mr. Bardeen, in the School Bulletin, complains of there being so many homely women teachers present. We fear that Brother Bardeen was detained too closely around New York headquarters. He certainly did not mingle with the throngs of beautiful women from the great Mississippi Valley. Had he visited Missouri or Arkansas headquarters at one of those delightful receptions he surely would have gone away with a very different opinion.

Flattery is often a traffic of mutual meanness, where, although both parties intend deception, neither is deceived.—Colton.

Affectation naturally counterfeits those excellences which are placed at the greatest distance from possibility of attainment.—Johnson.

**A SYMPOSIUM OF EDUCATIONAL THOUGHT
GATHERED AT THE MEETING OF THE
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THE PRESENT DUTY OF THE TEACHERS.

Shallow elementary studies help us to understand our immediate environment, but for the understanding of deep national differences and for the management of all that is alien to our part of the world, deeper studies are required. The student must penetrate the underlying fundamental principles of the world history in order to see how such different fruits have grown on the same tree of humanity. We must look to our universities and colleges for the people who have learned to understand the fashions and daily customs of a foreign people and who have learned to connect the surface of their everyday life with the deep national principles and aspirations which mold and govern their individual and social action. Hence the significance of this epoch, in which you are assembled to discuss the principles of education and its methods of practice. There have been great emergencies and great careers have opened to American teachers in our former history, but you stand to-day on the vestibule of a still more important age, the age of the union of the new world with the old world.—Dr. Harris.

THE NEED OF INDUSTRIAL EDUCATION.

There is only one way by which the industrial classes can keep abreast of the times and maintain the high position of honor which has always been accorded them in this country, and that is by more and better education. The average school life of the child in this country is but a small fraction over four years. Children belonging to our working classes receive very little over three years of school training. This means that 75 per cent of these children never get beyond the third reader; 50 per cent of them, perhaps, never reach it. But one out of eight, including all classes, attends school after the age of 14, one out of 31 after the age of 18 and but five out of each 1,000 enter college.

The great problem to be evolved by educators is how to keep this great body of children in school for a longer period of time. Our public school system, formed at a time when an education was scarcely thought necessary for the men who toiled for a living, has steadily led young people away from industrial pursuits. It makes no pretense to meet the special needs of the industrial classes. The object is not to train students from the ordinary walks of life for the vocations to which they naturally belong, but it rather seeks to stimulate them to break away from present environments and seek a

calling free from manual labor. If manual training and other practical subjects were introduced into our courses of study two results would follow: First, pupils would be induced to remain in school longer, and, second, the knowledge and training given would better prepare students for their life work.



DR. W. T. HARRIS,
Commissioner of Education.

Our present courses of study are arranged for the 10 per cent who expect to take a higher education. Would it not be better to reverse this order and arrange our courses of study to satisfy the 90 per cent who will not be able to enter the secondary schools nor the university?—Prof. Snyder.

TRAINING AND CONSCIENCE.

The child repeats somewhat the processes of development which are seen in the growth of consciousness in a savage race. Of all rational possessions, the conscience is the least innate. It is the crowning of a higher life. The morality of the child, as of the savage, is a customary morality. Many people believe that religious training is the first importance in the development of a child's conscience. In a general way I agree with this view of the case, but the effect of religion on the conscience of the child depends upon the child's conception of religion. If the child's religion is merely a fear of the anger to proceed from an unseen world, it is on the same plane of the "taboo" of the savage, and is far below the plane of conscience.

The voice of conscience is not heard by all men

and some who have never heard it are very good citizens in their lives, but they are such citizens because they practice an imitative morality and they are morally above the savage, not because of any higher light from within, but because the morality of the people surrounding them is above that of the tribe of the savage.—Prof. Royce.

MORE NEED OF HIGHER EDUCATION.

The new burden of preparing our united people for the responsibilities of a closer union with Europe and for a share in the dominion over the islands and continents of the Orient, this new burden will fall on the school systems in the several States and more particularly on the colleges and universities that furnish the higher education. For it is higher education that must furnish the studies in history and in the psychology of peoples which will prepare our Ministers and Ambassadors abroad with their numerous retinue of experts and specialists thoroughly versed in the habits and traditions of the several nations. The knowledge required by our members of Congress and our executive departments will make a demand upon higher education for post-graduate students who have concentrated their investigations upon points in international law and the philosophy of history. Diplomacy will become a great branch of learning for us.

This has been felt for some time, although it has not yet been consciously realized. In the past 25 years the enrollment in higher education, in college work alone, has increased from 590 to 1,215 in the million; it has more than doubled in each million of people. The post-graduate work of training experts or specialists has been multiplied by 25; for it has increased from a total of 200 to a total of 5,000 in the nation. The education of the elementary school fits the citizen for most of his routine work in agriculture, manufactures, commerce and mining. But the deeper problems of uniting our nation with the other great nations, and harmonizing our unit of force with that greater unit, must be solved by higher education, for it alone can make the wide combinations that are necessary. Shallow elementary studies give us the explanation of that which lies near us. They help us to understand our immediate environment, but for the understanding of deep national differences and for the management of all that is alien to our part of the world, deeper studies are required. The student must penetrate the underlying fundamental principles of the world's history in order to see how such different fruits have grown on the same tree of humanity.

We must look to our universities and colleges for the people who have learned to understand the fashions and daily customs of a foreign people and who have learned to connect the surface of their everyday life with the deep national principles and

aspirations which mold and govern their individual and social action. Hence the significance of this epoch in which you are assembled to discuss the principles of education and its methods of practice. There have been great emergencies and great careers have opened to American teachers in our former history, but you stand to-day on the vestibule of a still more important age, the age of the union of the new world with the old world.—Dr. Harris, Com. of Education.

KNOWLEDGE, TRAINING AND CULTURE.

It is generally conceded that there are three quite distinct factors in any well rounded system of education. These are knowledge, training and culture. In other words, to know something comprises a large part of the duty of man. There is too much teaching and too little training. Our present national crisis has demonstrated that the manual as well as mental training that is given by our military and naval schools is just what best fits our youth for eminence and renown as a military or naval commander. But if this be true for the art of war, it cannot be any less true for the peaceful arts and great industries of our times. The hammer and the saw should be supplemented by the hoe and the rake; the budding knife and the pruning shears, as well as the plane and chisel, should be used to educate the hand and eye.—Prof. Lazenby.

IMPORTANCE OF ART EDUCATION.

There is a rapid awakening of the American people in all sections of our country on the subject of fine and industrial art education, and this is a hopeful sign of national progress and of permanent prosperity. Its full development will make the lives of our people richer and more enjoyable. We are at the beginning of what will extend into all that the most ardent advocates of art education now regard as remote possibilities.

It is not too much to hope that industrial and art education will become potent factors in settling equitably the somewhat disturbed social and economic conditions of this country. No thoughtful citizen forgets for a moment the ominous sounds that every now and then come rumbling to the surface indicative of the spirit of unrest. Certainly it is the part of broad and comprehensive statesmanship to take notice of such danger signals. Instead of exerting our highest forms of mental energy in attempting to connect the active present and the unknown future with a wornout past, it behooves us to solve the problems of the present with reference to their bearing on the future. The life of a century or two ago, except to mark progress, has no great hold on the issues of the present, and the further back the less vital is the connection. This century has been richer and fuller and higher and

grander than all the centuries from the fall of Adam to the death of Washington. All the great agencies of modern civilization are of recent origin. To face resolutely the future and its possibilities and to stand unflinching by our country and sustain her honor, stability and prosperity is the duty of every educator.—Pres. Greenwood.

GETTING BACK TO RIGHT TRAINING.

Parents have been putting too much of their vitality into their work and dissipations and are endowing their offspring but sparingly with this gift. The control of the children in the home has been slight, fitful and unnatural, and hence the greater need of firm intelligence, which secures unhesitating obedience in the schools and thus saves authority from being defied. The desire for striking apparel, the ambition to be before the public and the anxiety to be entertained have become so strong in many young people that they have lost all sane ideas they may have had of what life is.

There have been too many centers around which the work of the school has been grouped. We have too long misconceived the scope and purpose of the common school. We are evidently close to a day when we are to sober off, recover our sanity and realize that children are injured by being rushed through things and rushed from one thing to another. We have also been making the mistake of thinking that the average child can profit by the intricacies of the Hegelian philosophy and the transcendental mysteries of the Herbartian pedagogy, during his grammar school course.

We are seeking for teachers whose manners, tone, carriage and speech are in harmony with those found in our cultured homes. We no longer desire a tyrant or look for a czar. We read of an age when it was the work of the scholar to study books. We are enduring the horrors incident to a furor about the study of things. School room instruction as well as conception of life is beginning to have perspective. We are beginning to realize that we are not educated until we can appreciate instinctively and hence unconsciously.—Supt. Stetson.

THE DRAWING SUPERVISOR.

The supervisor of drawing must be a teacher. As a rule it is his business to teach when visiting a class room. The successful teacher knows that the child is alive and demands a part of the program, and that a lifeless manner will produce a lifeless class. The drawing teacher must have had the best training in drawing. Up to a recent date the history of drawing is a record of failure, because no courses have recognized the child. These courses formed apparently logical outlines and drawing books. New

methods have been fiercely contested, then adopted and overworked. Is not this true to-day of pose drawing? Supervisors must go into the school room and teach children, watch them at work, study their likes and dislikes, see what is being done in other studies, "prove all things, hold fast that which is good." At the present time there is no authority on school drawing. If we study the child and his method of learning everything we shall not crush his eager ambition to represent things alive by giving him numerous type solids to roll, pat, model and draw.

Two things the supervisor must do whenever possible—work for greater power in artistic creation and expression and study pedagogy. An important supervisory duty is conducting teachers' meetings. Some teachers have had no opportunity to learn to draw. Others have had state courses, which are often so mechanical and far behind the times that, aside from giving almost nothing of real value for future teaching, they are especially adapted to crush out any love for art. But because state authorities are not always capable of planning a course other than a lamentable collection of confusing theories supervisors are forced to recognize that state courses, where the god examination is ever apparent, are useless—and sometimes worse. Teachers and pupils have been made to feel that drawing is a science and that they cannot draw because they do not know the correct rule for the given object. The theory of drawing has been used as a crutch to such an extent that reasoning has usurped the place of the sense of sight. The actual illustrative sketching, making of designs, etc., by the teacher, is what is needed.—T. H. Daniels.

METHODS IN DRAWING.

It should be recognized at the outset that in the teaching of drawing the method of procedure is not distinct in all respects from that of other subjects. There are certain principles of universal validity in teaching which apply in this particular instance as well as in others. In the first place, the logical or formal arrangement of the facts or principles of any branch of instruction is not ordinarily, if ever, the proper teaching order, an excellent illustration of which is afforded in the case of reading. The logical development of this subject requires that the pupil first learn the letters of the alphabet, then combine these into words, the words into sentences, the sentences into paragraphs, and finally the paragraphs into discourse; but in the teaching of this subject now no competent person follows this method.

The teaching of drawing should have a formal arrangement of topics. Beginning with the most simple structurally, as the drawing of lines or repro-

ducing flat copy, is not the best method of procedure; that which is nearest to the child should constitute the point of departure.

DIFFICULTIES.

The particular difficulty which the child has in drawing is due to his inability to see for purposes of representation. He has employed his sight so long in getting taste knowledge of objects and touch knowledge, and other knowledges, that when he enters school he is unable to get sight knowledge in and for itself, which is the primary requisite in drawing. In teaching the child to see flat copy is of little value, since form divorced from concrete objects is simply a separate and distinct form. No matter how skillfully he could represent flat copy, he would not be aided thereby in seeing the actual object when it was before him. The use of type forms is far more valuable; but drawing directly from nature under the guidance of skillful teaching is the most profitable way in which to learn to draw.

In acquiring the manual part in expression, too, greatest success may be obtained while actually representing objects in the environment. And when it is remembered that the child is principally interested in this work, it may be seen that the principles governing the teaching of drawing may be really summarized into this one: First give the child rich thoughts to express the drawing; then aid him in acquiring the means of expression, always, however, keeping the context and form together, the latter dependent upon the former.—Prof. O'Shea.

REAL TEACHERS OF HISTORY DEMANDED.

The old idea that any one could teach history has gone forever, and the new idea that there is no more difficult subject to teach well and effectively has been accepted. What the essentials in history should be for the course of study depends, therefore, upon whom is selected as the teacher. If the teacher does not possess the true historic spirit, if he does not have himself the proper civic emotion, if he does not recognize the genuine patriotic devotion, if he does not acknowledge and feel the sincere and real object of human life, he cannot teach properly and successfully the detailed essentials required to accomplish this higher and grander aim. There is no other branch of study that calls for as much differentiation of materials, that needs as much originality of conception, that asks as much individuality of interest, that requires as much wisdom of insight as to means and methods, that exacts as much breadth of knowledge, as does that of history teaching. The mistake of modern educational effort is to seek reform and reconstruction through organization, detailed plans and intelligent,

critical supervision, where after all no reasonable nor satisfactory results are obtainable except through scholarship, skill, training, ability and spirit in the teacher who stands before the class and does the actual work.—Prest. Seerley.

THE FUNCTION OF THE TEACHER OF HISTORY.

The function of both the writer and the teacher of history is to explain the meaning of human life, which is to be found in the spirit of history. For such explanation far more depends upon the nature of the material facts selected than upon their number. The development of thorough scholarship through the acquisition of a considerable body of facts should not be a dominant motive in elementary schools. If the pupil acquires an interest in history and learns how to read it in such a way as to appreciate its meaning he has at his command the means of continuous self-education of far more value than any number of facts.

From these considerations it follows that only typical facts should be selected and treated with sufficient fullness to make their meaning easily grasped. Then history becomes interesting because it is vitalizing and inspiring. What were the leading aims of the Spanish, the English, the Dutch and the French in the days of exploration and colonization? In the struggle for control of territory now belonging to the United States, why did the Spanish, the Dutch and the French fail and why did the English succeed? Only a comparatively small number of typical facts are needed to answer these questions. In the same way, typical colonies may be taken when life in the colonies is studied. Virginia and Maryland may represent the southern group, Massachusetts and Connecticut the New England group and New York and Pennsylvania the middle group.

TURNING POINTS.

Sixteen hundred and eighty-nine is a turning point in American history. From that date the narrow, provincial spirit began to give way to a broadening American spirit. The change was brought about by three sets of historic forces—Indian wars, troubles with the French and difficulties with the royal and the proprietary governors. Thus the simple, closely connected story is easily followed to the time of the revolution. What were its causes? What was the real character of the struggle? What were its most significant results? These are the questions to be asked in the study of any war. The second may be answered by the study of only a few important battles.

Why did the confederation break down and what led to the formation of the constitution? What are the fundamental principles of the constitution?

What were the significant features of the struggle of the young republic with England and France—a struggle which culminated in the war of 1812 and prepared the way for the Monroe doctrine?

What was the meaning of the struggle between the liberal construction party and the strict construction party? How did this struggle lead finally to the civil war? What was the character of western development and how did this development affect the struggle? How did slavery affect it? In answering this group of questions make ample use of representative men, such as Hamilton and Jefferson, Webster and Calhoun, Lincoln and Jefferson Davis. In all periods make much of the ethical value of representative men.

After the civil war what was the meaning of reconstruction? What was the new south? What was the new west? What was the new union? What are the great social and political problems of to-day? What is the relation of the United States to other nations? What is the relation of the individual to his country? How has the study of history helped him to fulfill his duty to society—to lead a more rational life? These were potent questions, to be studied and answered by the teachers of history and thence transmitted to the pupils.—W. F. Gordy.

ESSENTIALS OF ENGLISH.

Under the essentials of English composition for elementary schools I shall comprehend every means that contributes to give a pupil the fullest and freest command of English it is possible to give in the elementary school. More can be done, I am confident, than has yet been generally attained in this direction. The error of the past has been the loss of time and the waste of effort in teaching English from its formal phase.

The first essential of English composition to be secured in the elementary school is correct spelling. There is abundant evidence on every hand to show that the method generally pursued to-day in teaching spelling is not a method which gives satisfactory results. Some spelling can of course be taught incidentally, but in so difficult and arbitrary a matter as English spelling a definite time must be set apart for it in the school program when spelling shall be pursued as a regular exercise.

I believe the second essential to be secured is feeling for English. If I were required to make a choice between technical knowledge of English and feeling for English, I would unhesitatingly choose the latter. To develop this sense I would give the pupils selections from the masters of English literature and require those selections to be memorized, to be repeated and transcribed. I would have children memorize half a dozen good poems each year. But I do not believe that this will be suffi-

cient to develop this feeling for English, for the best prose selections such as will test oratorical powers should also be memorized.

The fundamental requisite, then, from first to last, in the teaching of English composition in the elementary school, is abundant and continued expression of the pupil's thought and feeling growing out of some activity, some experience, some observation, some intercourse, some imaginative construction on the part of the pupil.—Prof. Shaw.

TWO DISTINCT METHODS IN ENGLISH.

What is needed in our school work in teaching composition is less psychology and more practice; more of the method of the gymnasium, of the studio and of the laboratory—the method of learning to do a thing by doing it.

Of all the arts that of writing well is certainly the most difficult. Fluency and good style are not fairy gifts, but are obtained only by the most strenuous labor.

But even practice in writing falls of the best results unless attended by another important factor that is recognized as an essential element in all good work—interest—an essential which, if it cannot be taught, can at least be cultivated.

Children should be led by easy stages to write of what they know absolutely and are interested in. No one can write well unless he writes for the purpose of expressing thought. One must have something to say and say it. For instance, a girl writing a love letter makes a success of it because she has ideas and wants to express them; she is interested in her subject. A feeling of abiding disgust for composition as an accomplishment grows in the heart of a boy, who is given dead or abstruse subjects to write upon. To get the best results the pupils should never be assigned abstract subjects, but rather should be assigned the subject in regard to which he knows the most and feels the keenest interest; concrete, live subjects of everyday experience, subjects such as will provoke the young person's enthusiasm and will therefore call forth all the resources of his vocabulary.

The composition should be brief and at least one should be written each day throughout the first half of the period of secondary work.—Prof. Thatch.

MANUAL TRAINING.

Manual training inspires confidence, teaches self-reliance, enables the pupil to properly determine a vocation, removes prejudice and gives respect for the mechanic, and elevates labor in public esteem; it lessens crime, it makes men and women more careful observers and thereby enables them to be accurate, truthful and trustworthy, and it discourages the education of children beyond their capacity.

In the absence of manual training in the schools the country boy, raised on the farm, has a better chance for success in the world than the city boy.—Job Barnard.

WOMEN'S CLUBS.

The day has passed when "woman is as beautiful as an angel and as silly as a goose." She has her place in the world and the women's clubs are helping her to fill this place. Women's clubs are to-day carrying educational facilities into 100,000 homes in the United States. These clubs are aiding the work of public education all over the country by helping to build up libraries. In Georgia alone women's clubs have established nine public libraries. The Minneapolis Improvement League, a woman's organization, has given many fine examples in art as prizes to the schools of that city, thus encouraging art among the children. Work similar to this is being done by numerous organizations of women. It is to the women's clubs that the institution of the kindergartens throughout the country is to be very largely credited. The open educational meetings of these women's clubs are doing much for the uplifting of womankind. Nearly all the women's clubs of the country have committees to study the management of the public schools, and they have in many instances suggested improvements of various kinds, which have been adopted greatly to the advantage of the children. The greatest good to be wrought by these clubs must be by bringing them nearer to the homes of all women, and the teachers' best work will be accomplished when they, too, become on terms of greater intimacy with the homes of the scholars.—Miss Evans.

HOW THE SUPERINTENDENT EARNS HIS SALARY.

So long as there is growth and progress in human life will there be new phases of education for superintendents to define and discuss. I wish the report on rural schools had given us more light on how a superintendent may earn his salary. A book agent who was asked what question interests superintendents most deeply next to drawing their salary for the current year replied: "The question of drawing it next year."

The new superintendent invariably talks about the course of study he is introducing, but after he has been at work on it half a dozen years he is very anxious to learn about vacancies elsewhere.

To retain his place the superintendent must not only make people believe that he is earning his salary, but he must actually earn it. How is this possible when he gets from two to five thousand a year, while the teachers in the lower grades get only as many hundred? Not by perpetual revision of the course of study, nor by a vigorous policy of

doing nothing while busily engaged in visiting schools, nor by dispensing that compound of acid and alkali called criticism, the chief ingredient of which is fault finding. Least of all can he earn his salary by perpetually preaching the gospel of a new education. That may impress the community with a sense of great reforms to be achieved, requiring time and permanent tenure of office if they are to be successfully carried out. Occasionally radical change becomes necessary. Generally the attempt at radical reform robs the teachers of genuine joy in their work, makes them believe everything they have been doing to be fundamentally wrong, and increases the crop of patients which physicians get from breakdowns due to worry and sleeplessness.

How does the manager of a factory earn his salary? If by superior skill, wise direction of the work, scientific knowledge of how everything should be done he prevents waste of effort and of raw material; if he arranges the machinery to the best advantages, organizes labor for common ends, thereby enhancing the quantity, quality and market value of the product, so that the profits are increased from \$50,000 to \$100,000, who can deny that he has earned a salary of \$10,000 a year, while the workman earns but a small sum in comparison? Brain product cannot be exhibited like those of a factory, but brain waste is worse than waste of raw material.

Waste of effort in the school is worse than waste of steam and labor in the factory. A poor superintendent is too dear at any price, but a good superintendent is worth many times his salary. By preventing the waste of time, money and effort, by getting done what ought to be done, by excluding school politics and other politics from the appointment of teachers and from the management of the schools, by efficiency in the discharge of his duties as executive, examiner, visitor and counselor, by the creation of a public sentiment that demands good teaching above all other considerations, he may earn his salary many times every year, and feel secure in his tenure of office even after his strength begins to wane.—Supt. Shaeffer.

REAL PATRIOTISM.

To be loyal to the principles of sound government, to be faithful to the demands of citizenship; to be honest in the discharge of social obligations, to be clean and pure and true—that is patriotism. Teach that to every scholar from the kindergarten to the school of philosophy.

Out from the school room it will find its way up and down the land. The millionaire will learn it and will administer his wealth as a patriot. The statesman will learn it and will discharge his office as a patriot. The plowboy will learn it and will

turn his furrow as a patriot. Fatherhood will learn it and will count it joy to be proved worthy of so holy a task. Motherhood will learn it and will teach the lips that lisp their evening prayer to frame the name of their country, making of their country and themselves a daily offering to God. So the boyhood and girlhood of to-day, which your faithful work is preparing for the larger tasks of to-morrow, will offer to the world the manhood and womanhood that makes the strength of nations and furnishes the largest guarantee that our faith in our institutions is not misplaced.—Dr. Whitman.

NOTES ON THE N. E. A.

There was no apparent opposition this year to the report of the Nominating Committee and everything went off very smoothly.

The Educational Press Association held two important meetings and discussed subjects of much importance to the members.

Illinois took the lead as usual with about 1,000 members enrolled. Missouri, Ohio and Pennsylvania were so close after that official returns will have to decide which is second, third and fourth.

Los Angeles, 1899! By a vote of 20 to 12 the directors voted to go to Los Angeles in 1899, and we hope that the Executive Board may be able to carry out this wish. The question will depend largely upon the rate that can be obtained from the railroads.

If the promise of a \$50 round-trip rate from Chicago is made good, no doubt the next meeting will be held on the Pacific coast.

St. Louis teachers went in two special trains, one over the B. & O. S. W., in charge of Supt. Murphy and Principal Evans, and one over the Big Four and Chesapeake & Ohio, with Profs. Lucky and Morgan in charge. Each party claimed to have seen the most beautiful scenery on the line, and we know that the trip was a most delightful one either way.

As an indication of how we endeavored to put in full time and enjoy the historical surroundings of Washington we give one day's program: Our party of five ladies and ye editor started for Mt. Vernon at 8:30, taking the boat ride down the Potomac, landing at 11, returning at 3:15, then going direct to Arlington without even stopping for lunch, one of the party having been so thoughtful as to bring sandwiches for all. It was a day full

of scenes that will live in memory long after we have forgotten many other things that occurred at the great meeting.



PROF. ALFRED BAYLISS, STREATOR, ILL.

Prof. Alfred Bayliss, of Streator, Ill., the nominee of the Republican party for State Superintendent of Public Instruction, is in every way worthy of this high office. He has worked his way up step by step through the rural schools, village schools, high schools, county superintendency and Superintendent of City Schools. His army life and his editorial work have given him a breadth of character and an insight into human nature that are not to be obtained in the school room alone. He is in the truest sense a self-made man and a living witness to the truth that

"The heights of great men reached and kept,
Were not attained by sudden flight;
But they while their companions slept,
Were toiling upward in the night."

Men are often capable of greater things than they perform. They are sent into the world with bills of credit, and seldom draw to their full extent.—Walpole.

Every joy which comes to us is only to strengthen us for some greater labor that is to succeed.—Fichte.

Affliction is a school of virtue; it corrects levity and interrupts the confidence of sinning.—Atterbury.

We use up in the passions the stuff that was given us for happiness.—Joubert.

See special subscription offer on page 4.

Editorial Notes and Current Events.

BY D. M. HARRIS, PH. D.

Course of Study in Secondary Schools.

Unfortunately for the cause of education in the United States, there is a great lack of uniformity and a still greater lack of system. Education, to be thorough and complete, should begin, proceed and end with a consistent system. In this country it is next to impossible to proceed by a scientific gradation from the beginning to the end of a course of study. The primary school is not properly correlated to the secondary school, nor the secondary to the high school, and moreover, our public school system is out of harmony with our college system, and our college system with our university system. In short, we have a methodless, systemless and aimless educational policy. The highest and best interests of the cause of education in America demand that order and harmony should be brought out of chaos. Perhaps the most difficult problem in harmonizing our system is the course of study in our secondary schools. Here we meet with conflicting purposes, one party contending that the secondary schools should prepare pupils for life, and the other party that they should prepare pupils for higher education. In our opinion, the real interests of the common school, the high school, the academy, the college and the university are identical. We also believe that the interests of the people are identical with the interests of our various educational institutions. The pupil prepared for the next higher step in education is so far prepared for life. Secondary or high school education should fit the scholar for advancement, and if it be his misfortune to leave school, he should be as well prepared for life as if he had pursued a special course with that end in view. Unhappily our secondary schools are adapted to the prejudices of the so-called practical people. Ignorance and inexperience demand that the higher education should be revolutionized, or at least adjusted to the whims and prejudices of the uninformed. But the best interests of education and of the people demand that our educational institutions should be properly related to one another. Our grammar schools and high schools should not do college work, nor should our colleges be forced to do preparatory work. The course of study best suited to the secondary schools is one that will lead in the end to the college and university. There is economy in time, labor and money in method and system. In America we have the most expensive and extravagant educational system in the world. Fortunately for the country our educational institutions are earnestly and sincerely studying one another. The time was when

the college and high school were bitter antagonists, but a better understanding has been reached. The colleges and universities have yielded something and so have our grammar and high schools. In the conflict the enlightened educators should prevail and not the unenlightened public. Our great leader in educational philosophy, Dr. Wm. T. Harris, gives the keynote on this subject. He says: "It is a fundamental principle of mine that all pupils should have the best course of study while they are in school, and this best course should be the one required in admission to college." This is a sound and invulnerable position. It is not contended that the course of study in our secondary schools should be adjusted to the course in our poor colleges. Our contention is that our whole educational system should be so adjusted that the secondary schools will lead up to and into the colleges. Such a policy would be economical in time, in labor and in money. It is bad economy for the people to conduct grammar schools and high schools in competition with the colleges.

Latin in Grammar Schools.

Latin has been introduced into the seventh and eighth grades in the grammar schools of Chicago and the results obtained are most gratifying. The increased demand in Chicago for a Latin school finally led the authorities to put Latin in the grammar schools and make it an optional study instead of establishing a separate Latin school, as in Boston. The board of education in Chicago concluded for economical and other reasons to make Latin a part of the grammar school course in the seventh and eighth grades. At the opening of the schools in September, 1894, three college preparatory classes were inaugurated with an attendance at Hyde Park of about 100 pupils and two or three schools with about 30 pupils each. It was the hope of the promoters of this scheme to establish an independent school in an independent building, but circumstances led finally to the course now adopted. On a petition of over 1,200 families the board of education established some 30 class centers for the accommodation of pupils who wished to study Latin. The committee appointed to report on the subject recommended the abandonment of the idea of Latin schools, but urged the advantage derived from the study of Latin below the high school grades. In accordance with this report Latin became an optional study in the last two years in the grammar schools of Chicago. Dr. A. F. Nightingale, superintendent of the high schools in Chicago, read a paper at the classical conference at Ann Arbor, March 31, 1898, in which he summed up the results of the Chicago experiment. He addressed a circular letter to the principals of the

grammar schools of the city and received replies from 54 schools, including nearly all where Latin is now taught.

"There are," says Dr. Nightingale, "at present studying Latin in these schools 2,442 pupils. Of these 1,583 are in the seventh grade and 859 in the eighth grade. By sex they are divided as follows: Seventh grade, 706 boys and 870 girls; eighth grade, 361 boys and 498 girls. They have five recitation periods, each of 30 minutes each, although in a few schools 45 minutes are allowed." Reports from the 54 schools uniformly testify that the study of Latin is of great value to the pupils. The teachers one and all testify that new interest has been created in all the studies of the pupils. Among the advantages derived from the study of Latin may be mentioned a larger vocabulary to use in their English, a great assistance in the study of the English grammar, better ideas of the structure of language and a more accurate knowledge of things in general. One teacher says: "I do know that after three years' experience with Latin in this school the pupils who have studied it are stronger than those who have not. They are better in all their studies."

An enthusiastic lady teacher says: "There may be teachers who can impart a clearer idea of English as it should be, without the assistance of Latin, but as a pupil I never knew one." In one of the schools the grades of the Latin pupils showed an advance over the non-Latin pupils of more than 5 per cent. The principal of this school says: "I have several times given informal tests to show the comparative power of understanding words of the two divisions, and I find in every case that the Latin pupils grasp the meaning of words more clearly and can reproduce them more exactly than can the non-Latin division."

The results of the experiment in Chicago are most satisfactory and fully confirm the opinions of all persons competent to judge. The importance of beginning to study languages at an early age cannot be overestimated. Our own conviction is that grammar schools throughout the country should follow Chicago's example. A wise abridgment of the course of study in the secondary schools would make room for Latin, and in every instance the pupil would be the gainer. The classical conference at Ann Arbor last spring recommended that as soon as practicable the Latin work of our secondary schools should be made to cover a period of six years. Whenever the schools of the country adopt this course, American education will take a forward step.

Real happiness is cheap enough, yet how dearly we pay for its counterfeit.—H. Ballou.

Writing
English.

It fell to the writer's lot a few months ago to read a large number of essays written for prizes in educational institutions in various parts of the country. With but few exceptions those essays showed immaturity of thought and crudeness of expression. A number of essays written by pupils in our State normal schools gave evidence of considerable reading and thought, but the style of composition was awkward and even slovenly. A batch of high school essays revealed an alarming degree of ignorance of the art of writing. In a number of essays there was not a single well constructed, clearly conceived sentence. Punctuation was almost wholly absent. As to grammar and rhetoric, they were so bad as to cover up the little thought contained in the papers. Numerous letters received from students in our schools and colleges recently brought to the writer's attention the sad neglect of the art of composition in many of our institutions of learning. A reform should be instituted at once. The practice of having pupils to write essays once or twice a month fully accounts for the unsatisfactory results attained. To write English with ease, accuracy, elegance and strength requires constant practice. Writing English in our schools and colleges has become a mere incident and not a daily habit. Even college graduates in our best institutions show a woeful lack in spelling and writing the mother tongue with ease and elegance. Our colleges do not exact a knowledge of English composition as a requisite for entrance. They demand a knowledge of Greek and Latin composition and even of German and French, but such a thing as an examination in writing English is almost wholly unknown.

As a matter of fact, ability to write the English language with some kind of accuracy is necessary to a profitable course of study in college. We seem to imagine that pupils can learn the art of writing without any training or practice. One might just as well expect to learn to play the piano by practicing once a month as to expect to learn the art of writing good English by writing an essay once in two or three months. Writing should be a daily exercise. It is not really necessary that pupils should write essays to be corrected by the teacher, but they should be required to do a great deal of writing in preparing their recitations and even in reciting them. It is no easier to learn to write without practice than it is to learn to swim. Much attention should be paid to the style of all the writings put into the hands of pupils. The critical habit is as necessary to good writing as it is to sound thinking. The art of composition can be taught indirectly. It is not necessary to use extra time in order to learn how to write well. But at whatever cost of time and labor the art should be learned. No one's education is complete without it.

The Public School Library. The circulation of good, wholesome books is as necessary to the intellectual and moral well being of society as the circulation of the blood is to the health and vigor of the human body. A people's grade of civilization and culture is determined by the amount and character of its literature. The greatest nations in all times have been those that have produced the greatest books. The learning of the ancients was confined to the few, but thanks to the printing press, modern learning is accessible to all. By means of the printing press the thoughts of all generations and lands are brought within the reach of all. The public school should always have access to a well selected public library. The size of the library should be determined by the financial ability of the community, but no community is so poor as not to be able to provide its children and youth with books of travel, biography, science and history. No collection would be complete without a few stories of the best quality. The imagination of youth demands wholesome and healthy fiction. The historical novel in the hands of a natural boy or girl can but create a thirst for the best history. Historical themes lend themselves readily to the purpose of the high class novelists. Perhaps the most suggestive and helpful reading for young people is the biography of great men and women. Modern literature abounds in such writings and every public school library should be well stocked with biographies of great men, especially Americans. Nothing is better calculated to stimulate virtue or to engender patriotism than the reading of the noble and heroic deeds of Washington, Jefferson, Franklin, Marshall and all the worthy men who established our great republic.

America has produced hundreds and thousands of distinguished sons, the knowledge of whose achievements should enter into the mental fiber of the youth of our land. Scientific books are now produced in bewildering numbers. Almost every department of physical science has been treated in a graphic and popular style by clever writers. The researches of the biologist, the botanist, and the chemist are brought within easy reach of the common people. Great care should be exercised that no unwholesome or impure book should find its way into a public library. The unclean novel with its vile suggestions should be banished from the book shelves of the people. Fill the public school library with thoughtful, helpful and healthful books and the community will be enriched in all that makes life worth living.

Ah, how much suffering might be spared sometimes by a single abstinence, by a single no answered in a firm tone to the voice of seduction.—Lavater.

Impure Books. Dr. Josiah Strong in a recent publication makes the charge that impure literature is doing great harm among the children and youth in our public schools. The prevalence of vice and immorality in California, Minnesota, Michigan, Ohio and Pennsylvania, he says, is alarming, and menaces the very life of the public school. The evil complained of is not confined to the states from which Dr. Strong has received statements, which indicate widespread corruption in the public schools. The exceptional cause of this evil seems to be the widespread circulation of vicious literature. The unwholesome and uncanny book in the hands of the ignorant boy or girl is worse than deadly poison. A bad book will circulate rapidly through the largest school and will be read with avidity by young boys and girls, while a pure and helpful book will lie unopened. The number of vile books now in circulation is said to be amazing. Every train of cars that passes through the country carries one or more such books. The mails carry these vicious and unclean books to the hands of unsuspecting youth. This poison has been repeatedly discovered in public schools, academies and colleges. Almost all of these obscene books are illustrated with photographs and engravings, everything possible is done to corrupt the imagination and poison the heart of the young reader. The necessity of suppressing and exterminating such literature is apparent to all. No one can do more in this work of reform than the enlightened and wideawake public school teacher. Every effort should be made to run down, capture and burn every bad book that finds its way secretly or otherwise into the hands of school children. Just as we stamp out the small-pox, yellow fever or cholera, so we should make war upon bad books and papers.

In this work the aid of parents should be solicited, teachers should secure the co-operation of parents in detecting and capturing impure books. It has also been suggested that the curfew ordinance which has been adopted in many western cities should be strictly enforced. School teachers and parents should unite in trying to shield the young from the ravages and ruin of salacious literature. In supplanting the vile we should remember that something must be put in its place. We should overcome evil with good. We cannot stamp out bad literature as we would stamp out a fire in a prairie. Every teacher should remember the expulsive power of a new affection. That youth is best fortified against unclean books who has learned to love good books.

Sudden resolutions, like a sudden rise of the mercury in the barometer, indicate little else than the changeableness of the weather.—Hare.

Conquest of Porto Rico. While peace negotiations are in progress in Washington, General Nelson A. Miles is rapidly pushing the conquest of Porto Rico. He effected a landing at Guanica last week and captured the town without shedding a drop of blood. From Guanica General Miles proceeded almost immediately to Ponce, where he arrived at daybreak, July 27. The port of Ponce had surrendered to Commander Davis, of the *Dixie*, the evening before, without a shot being fired. The city of Ponce, with a population of 50,000, surrendered the next day to General Miles. The Porto Ricans received the Americans with the greatest enthusiasm. General Miles cables that at least four-fifths of the people are wild with joy. The General at once issued a proclamation which does him head and heart great honor. He offered the Porto Ricans peace and protection, and deliverance from oppression. His proclamation is clear, strong and pointed, and sets forth the purpose of the American army in taking possession of the island. From Ponce the American army is slowly and steadily moving upon San Juan, the principal city of Porto Rico. The latest report direct from San Juan to the New York Herald, the London Times and the St. Louis Republic, is that the Spanish will make a determined stand and that the city will not be taken without much bloodshed. The Spanish have sworn to fight to the end. But the Americans will not flinch. Thousands of the Porto Ricans have joined the American army, and will assist in the assault upon San Juan. The Americans have been releasing political prisoners who have been confined for years and our officers are protecting both Spanish and Porto Ricans from injury and injustice. All the reports say that the climate is pleasant, the country rich and beautiful and that the troops are in fine health and spirits.

Prince Bismarck. Otto Edward Leopold, Prince von Bismarck, is dead. The great German Chancellor, the man of iron and blood, passed away at Friedrichsruhe, just before midnight, July 30, after a severe illness of ten days. Since the Prince's retirement from public life in 1890 he has been a great sufferer with neuralgia of the face and inflammation of the veins, which kept him in constant pain. Prince Bismarck was undoubtedly the greatest German of the century, and the greatest diplomat in the history of the world. He was a man of gigantic frame, massive intellect and inflexible purpose. His career was brilliant and successful. In his school life he was remarkable for his good temper, his delight in amusements and his physical strength and courage. His robust health and animal spirits knew no limits. It is said that while at school in Goettingen he fought twenty-

eight duels and was victorious in every instance. In 1847 he was married to Fraulein Johanna von Puttkamer, who exercised a beneficent and refining influence over her illustrious husband. Bismarck entered public life as a member of the Prussian Landtag in 1847. At first he was suspected of Liberalism, but he soon became a champion of the Conservative party. In all the struggles between the Crown and the Liberals, Bismarck was a conspicuous figure and an irresistible force. His loyalty to the Hohenzollerns never wavered. He believed that Prussia was destined under the leadership of her kings to dominate the German people. In the Prussian Landtag, Bismarck incessantly fought parliamentary government and contended for the divine right of kings. Very early in his political career he became an implacable foe to Austria, and it was he who crushed that Roman Catholic State in the Frankfurt Diet. He was Prussian Ambassador to St. Petersburg from 1859 to 1862, where he laid the foundations for lasting friendship with the Russian statesmen of that period. In 1862 he was appointed Prussian Ambassador at Paris from which position he was called to become Prussian Minister-President and chief adviser of King William.

War Correspondents Banished. The whole country will rejoice to know that General William R. Shafter has begun war on the villainous reporters who accompanied the army to Santiago de Cuba. Last week he banished Mr. Sylvester Scovel, correspondent of the New York World, and three correspondents of the New York Journal from the region of Cuba under his command. Scovel took grave offense because Gen. Shafter did not invite him to take part in hoisting the American flag over the government building at Santiago. In the General's room, the scurrilous reporter grossly offended General Shafter, and even struck at him. The correspondents of the New York Journal posted throughout the city placards bearing the words, "Remember the Maine." General Shafter banished these pestiferous scoundrels from Cuba, and for this act he deserves the thanks and gratitude of the people. These correspondents have, during the last three or four years, been conspicuous representatives of "yellow journalism." They have flooded the country with countless lies and inflamed the minds of the ignorant with bloodcurdling stories; they have insulted the officers of the army and thrust themselves forward on every occasion to the disgust and contempt of all decent people. These men do not deserve so much condemnation and contempt as the vile sheets they represent. They have been trained in disreputable methods by the very journals that now dismiss them from their service. The

New York World has been a most notorious offender against good morals and decency, and it now coolly announces to its readers in a two-line editorial that Sylvester Seovel is no longer its representative. The journalism of which the New York World and the New York Journal are the chief representatives, is one of the most alarming evils now threatening the American people. The falsehoods, forgeries and fakes invented by this class of newspapers have come near involving this country in war with half of Europe. Much of the misunderstanding between the United States and France is directly attributable to the conduct of the reptile press of both countries. The serious and alarming complications between the United States and Germany are also very largely the work of conscienceless newspapers. General Shafter is entitled to great praise as a military commander, and if he is successful in reforming the morals of yellow journalism, he will receive the gratitude of a sorely afflicted people.

The War Loan. The first installment of \$200,000,000 in United States bonds, bearing 3 per cent interest, was sold at bids under \$5,000. The Government determined not to accept the bids of large syndicates, but to give people with small means an opportunity to invest their money in United States bonds. It is a remarkable fact that more than \$700,000,000 was subscribed for the \$200,000,000 loan. This shows that the people have faith in the Government and are willing to place their money out at very small rates of interest. Although the Government accepted subscriptions only for amounts under \$5,000, still it is suspected that many individual subscribers were agents for banks and other corporations. This, however, is not the fault of the National Government. If people were silly enough to make bids for capitalists, the United States Government should not be blamed. Assistant Secretary Vanderlip has made a statement showing that in some instances subscribers made false statements. The banks were made to act as agents for receiving bids from the people and it has been ascertained that in some instances the bankers furnished the money to fake subscribers. Assistant Secretary Vanderlip says: "When we received a clear reply from the bank that the subscriptions were made by customers of the bank upon their own individual accounts, we could do nothing but accept the statement. When the answer was not clear and equivocal we refused to accept the subscriptions. Over \$20,000,000 in subscriptions were thus held up." Of course it was not possible for the Government to deal directly with the subscriber. It had to transact its business through responsible financial agents. If some

people have practiced fraud fortunately they have injured themselves and not the Government. The Government gets the money all the same, but it is an interesting fact that the vast majority of the bonds were taken by the people and not by the money kings. The fact that so much money has been loaned at such a small rate of interest is very significant. The American people have money in abundance. The Treasury Department has done everything in its power to place the bonds in the hands of as many people as possible. More people are Uncle Sam's creditors now than ever before.

Bismarck's Statesmanship. In diplomacy Bismarck has had no equal in the history of the world. His iron rule crushed what his tact and skill could not control. He overrode all opposition with inflexible courage. Men and parliaments that dared to oppose him will be crushed with resistless force. Many of his most brilliant triumphs were obtained not only without the assistance, but even in spite of the opposition of Parliament. After having cemented Germany into a mighty Empire, Bismarck became a man of peace. In all his intercourse with the powers of Europe he constantly exerted himself to prevent war. After the close of the Franco-Prussian war, he immediately began to form foreign alliances, and here his successes were most astounding. The Triple Alliance, including Germany, Austria and Italy, was the creation of his genius. In ten years from the time Prussia had crushed Austria, the two States were firm allies. And Italy, the late friend of France, and the enemy of Austria, had joined the Dreikbund. But Bismarck was less successful in domestic politics. He erred grievously in his stern, repressive measures against the Socialists. By his harsh and oppressive laws, he made Socialism more aggressive in spite of the tyrannical anti-Socialist laws. The most powerful political party in Germany to-day is the Socialist party. Another domestic blunder was his attitude towards the Roman Catholics in Germany. The most bitter domestic quarrel in the history of Germany was inaugurated by Bismarck's new code of laws in 1871. The conflict raged for nine years, and Bismarck came out second best. In contrast with Mr. Gladstone, Bismarck falls far below in point of moral grandeur. Where Gladstone was weak, Bismarck was strong. In fixedness of purpose, Bismarck was like adamant. He rode rough shod over all opposition, and made events bend to his iron will. Mr. Gladstone, on the other hand, was more or less vacillating in his political policies. Intellectually Bismarck was probably the stronger, but morally, Gladstone towers far above him. The German did not have a title of the Englishman's learning, and none of his suavity and courtesy. Bismarck was gruff, stern and unbending. Gladstone was the soul of politeness and gentleness.



LIBRARIES FOR LITTLE FOLKS.

BY B. L. GORTON.

Every child of 9 or 10 years should have his own little library of choice books which he has already collected, and to which he will add with each succeeding year of his life. Parents and teachers should not only encourage in the child the love for books, but should teach him to handle them tenderly, as things with life, for he is to learn to look upon them as dear friends. Therefore, he should have a little book case all his own, or a set of shelves, where he is to keep his treasures, and which no one should molest without his permission. And each new book should be added to the shelves because the owner loves it. In a word, they should be of his own collection.

The value of judicious reading to the child is inestimable. It adds to his general intelligence; it lends added interest to his studies at school, by showing him their scope and furnishing valuable bits of information as commentaries upon his lessons; it gives him a vast amount of innocent pleasure and it stirs the imagination. All of these results, which are a few only of the most important, are well worth securing to insure the fullest development of the child mind. But perhaps the most important of all is the last. Imagination is the potent inspirer of our noble poetry, it is the handmaid of art, without the touches of its magic wand the pages of all literature would be dull and dead, and to the scientists it suggests the basis for almost all the great discoveries of natural laws that the world has ever known. And above all, as the philosopher, Paul Janet, says, a chapter on logic might be written with the title, "Errors Committed Through Default of Imagination." It is a most important matter then to decide what the books should be, and what the order of their collection. For they must be brought to the child's notice and he interested in them before they are secured. Therefore the teacher should co-operate with the parent in implanting the first taste that shall finally result in the child's choice. And first, let me enter a protest against the Mother Goose Melodies in their entirety. A few selections from the book might do, but as a whole the melodies represent a lot of jingle and nonsense which is not

only of no value, but often productive of positive harm. Think of the innumerable inane rhymes and tasteless pictures accompanying them, such as witches riding broomsticks, etc., and then turn to Eugene Field's lullabies, and the child poetry of James Whitcomb Riley, and you cannot fail to perceive the universe of intellectual distance between the two sorts of rhythmic melody. There is no doubt a yearning in every natural child's mind for the rhythm of verse, but there are rhymes and rhymes. Also, do not fitt the child's mind with that horrible sort of myths that haunt his evening and solitary hours.

FAIRY TALES.

The teacher plants the suggestion, the longing, in the child's mind and the parent buys the book for the little one at his own request. What, then, should the teacher first encourage the child to wish for? Fairy tales of a high order should take precedence. The infancy of a race and the beginnings of childhood in the individual are similar. Everything seems to children heroic, nothing too marvelous to be credible. Sun, moon and stars, trees, animals and flowers have for them personal entities. This glory of life is theirs by right and the taste for it should be fed, for, aside from its present benefits, in after years it will be the indirect inspirer of their best thought and work, for they are thus cultivating the imaginative faculty on which such creditable work mainly depends.

FABLES.

Next naturally follows fables, such admirable fables as those of La Fontaine and Aesop. For fables, to be fully enjoyed and appreciated, must be believed. To the child it seems perfectly natural that wolf, lion, horse, cat, mouse and indeed all animate creation, the trees included, should hold converse with each other. And these fables, while cultivating the imagination, also train the judgment.

PLANT AND ANIMAL LIFE.

The imagination may now be elevated and enlarged by harnessing it to realities. There are the realities of plant and animal life, and the great facts of human life upon which the fancy may be fastened with profit. The books, simply written for children, which tell about the haunts and habits of birds and four-footed beasts and about the plant life of field, ocean and river, will be full of marvelous interest to the child of 9 or 10 and of maturer years.

BIOGRAPHIC SKETCHES.

Also the lives of great men, such as Alexander the Great, Martin Luther, Gustavus Adolphus and the noble heroes of our own and other lands will stir their minds to new and larger conceptions of

life. But these biographic sketches must be full of life, vigor and simplicity, and not dry-as-dust treatises that even the adult would shrink from with an intellectual shiver. They must be fervid, warm and glowing with the power of fancy and the heat of ready vigor.

POETRY AND ROMANCE.

Next should follow poetry and romance. Some one has well said that the difference between the mythologist and the poet lies in the fact that the former has an artless belief in the fictions of the imagination, while the latter enjoys them without believing them. Thus the love of poetry comes as a later growth. "Children," we are told, "are born poets, and this is why we must entertain them with poetical ideas." Mme. de Saussure claims that the "entire existence of little children is dramatic." Rousseau wanted children taught only the naked truth, but as has been well said, there will never be enough poetry in the world either to embellish and cheer life or to ennoble and elevate it. So that, when we give children poetry for intellectual food, we not only offer them what they crave, but we confer upon them an inestimable blessing and cultivate a great gift, which, according to the degree in which it is possessed, serves to make thought and feeling immortal. The moral stories such as English romancers have given us, and the scientific romances of Jules Verne, can do no harm at this stage of mental development. They may even be an aid to prick on livelier thought and fancy.

HISTORY AND SCIENCE.

Last will come history and science proper. These are the food for the large constructive imagination which sees things as wholes and creates in like manner. Fancy plays about a subject and gives it embodiment to the mind by the force of metaphor, simile and comparison. But imagination in its fullest capacity enables one to give birth to new and complete existences. And in order to cultivate this power natural and human life must be understood in their largest relations. Glimpses of suns and planets circling in their orbits regulated by the comprehensive sweep of natural law, must be comprehended in the spirit of worship. The force and fate of nations must be perceived and their larger future divined.

A WORD IN CONCLUSION.

Reading aloud by children should be encouraged, both to cultivate fluency and expression in reading and to enable the child to enjoy the best of his books with his elders. Often, too, by inducing a child to read aloud to his mother or sister you fasten his interest in a higher order of literature than you could induce him to undertake alone.

Also, if tales are selected for children, they may as well be more than simply amusing. As some one has said, if tales are carefully chosen and are simple, delicate and chaste, they will be for the teacher a sure means of fixing the attention by interesting it; they will be an allurements to future studies, and also a preparation for the understanding of real poetry. For, as Laboulaye says, "Stories are the ideal, something truer than the actual truth, the triumph of the good, the beautiful and the true." Give the children plenty of reading matter and let the teacher's suggestions be made with the greatest care that it may be the choicest possible and most fitting to the child in question.

Chicago, July 27, 1898.

CHILDREN AN INSPIRATION.

BY EDWIN N. ANDREWS.

They have just gone—the children. A couple of dozen were at our house an hour or two for a social this evening. Their merry voices have just died away in the distance, while the echo still sounds in my ears. We have no children at our house; ours are grown and our hair is getting gray, but we appreciate the presence of these children of other people. They have made us young again. We wonder if we look as old as before they came in?

What caused the remark just made, viz., I enjoyed the company of the children far better than that of older people? It was because the children are ingenuous. They act themselves. They do not act a part, are not hypocritical nor hypercritical. Childhood is simple, straightforward, easily pleased and satisfied. You need not make much preparation in order to entertain them. And they are cheerful, not soured by the disappointments of those of longer years. They look you in the face with honest eye and tell you the truth. And with all their sportive ways and fondness for play, they are earnest.

God bless the children. There was one who did appreciate childhood, who was himself a child at Bethlehem. It was He who said: "Except ye become as little children ye cannot see the kingdom of heaven."

In our educational journals we read much about the theory and art of teaching, much about what and how to teach, much of the studies of the school room. But we do not see much said about the children themselves. We wonder how many who write on pedagogy really love the children so as to enjoy their company? How many can enter into the life of the child?

How many who study the "theory" also study the child himself? Truly there is a divinity in the child so lately come from the celestial shores, and "heaven lies about them in infancy." The child is an object lesson for us older ones to contemplate.

The kindergartner Froebel well said:

"Kommt lasst uns unseru kindern leben." Come, let us live for our children.

But there was a still greater kindergartner who so believed in object lessons that when he would illustrate the beauty of his heavenly kingdom he took a little child and set him in the midst of his pupils and said to the more ambitious ones: "If you would be great you must become as this child."

Yes, the child becomes the teacher. We elders need their presence daily to keep us young and to give us insight when we would lead or teach childhood.

And how many have had the wisdom to adopt a child, when they have none in their home, who will be a wellspring of pleasure, a source of daily delight and comfort in the declining days!

Were not this wiser than giving special attention to a pet dog or cat?

"Ah, what would the world be to us

If the children were no more?

We should dread the desert behind us

Worse than the dark before."

Peshtigo, Wis., July 25, 1898.

NEWS AND NOTES.

Dr. F. Louis Soldan, Superintendent St. Louis schools, and Dr. R. H. Jesse, President of the University of Missouri, are spending the summer in Europe.

President E. Benjamin Andrews, of Brown University, has been elected Superintendent of the Chicago schools, and former Superintendent A. G. Lane is elected assistant superintendent. We do not understand all the meaning of this move, but we welcome President Andrews to the Central West and hope that his administration may be as practical, progressive and pushing as becomes this bustling city.

Principal J. E. Turner and Prof. B. C. Richardson, of the Alton High Schools, are studying this summer at the University of Chicago.

Orville T. Bright, the well-known Superintendent of Cook County, Ill., will be one of the instructors

in the Madison County Institute, which meets at Edwardsville August 8-19. We are glad to see these Northern men working in this section, for we know they will bring much life into the institute.

Superintendent Lane, of Chicago, announces that there are over 400 married women teaching in that city. The rule there not to employ any married woman who has a child under 2 years old, it seems, does away almost entirely to all reasonable objection to married women teachers.

Dr. A. K. de Blois, president of Shurtleff College, is spending his vacation at Chautauqua, New York. The Doctor has promised to write an article for our journal while he is resting and we hope to have it appear in the September number.

Prof. C. E. Stokes of Clarksville, Ark., stopped a few minutes in the Journal office as he passed through the city on his way north. Prof. Stokes in his rambles over the Ozark mountains has made some remarkable discoveries in the way of practical nature study, which he promises to write out and illustrate for the benefit of our readers.

DEATH OF PROF. SEYMOUR.

Prof. George E. Seymour, instructor in history and political economy in the St. Louis high school, died Sunday, July 24, at Ann Arbor, Mich. He had been in poor health for some time, having received a stroke of partial paralysis before leaving for his vacation.

Prof. Seymour became connected with the St. Louis schools in 1877. He was educated at the Holbrook normal school at Lebanon, O. He taught for several years at Milan, O., and later was principal of schools at May's Lick, Ky. Prof. Seymour was teacher for a while in the old City University at Sixteenth and Pine streets, and was also assistant state superintendent of schools under John Monteith. He was professor in the high school for nearly 20 years.

Prof. Seymour was the author of Seymour's arithmetic and bookkeeping, textbooks which are used extensively through Missouri and Kansas. He has been prominent in all the educational movements connected with the city schools.

The smaller the drink, the clearer the head and the cooler the blood; which are great benefits in temper and business.—William Penn.

Whatsoever situation in life you ever wish or propose for yourself, acquire a clear and lucid idea of the inconveniences attending it.—Shenstone.

Labor is a great, substantial interest on which we all stand.—Daniel Webster.

N. E. A.—PLATFORM AND PERSONAL.

BY DR. WILLIAM HENRY BLACK, PRESIDENT
MISSOURI VALLEY COLLEGE.

The presumption is that everyone who attends the National Educational Association is an interested auditor, for there is very little effort made to man the platform from the ranks of those who are good speakers or readers. The fact is, the speaking is, as a rule, poor, and the reading worse. This is true not only of the late meeting at Washington, July 1-12, but of former meetings which the writer has attended. The Programme Committee is so overwhelmed with offers on the part of those who are willing to be sacrificed, and many of these, backed by influence of various sorts, that there are not enough places on the programme to go around among those who are "willin'," as Barkis said.

From the above it must not be inferred that the essays are without value, for generally the defect is not in the papers read, but in the manner of their delivery. Because of this latter deficiency, the meetings lack in inspirational effects—a highly significant omission. One could not hear everything, but a diligent attendance upon what one person could take in, found only two speeches which were calculated to fire the enthusiasm of the teacher, and these were ten-minute speeches at the closing session in Convention Hall. One was delivered by a colored man, G. N. Gresham, principal of the Lincoln High School, Kansas City, and the other, and best of all, by A. E. Winship, editor of the *Journal of Education*, Boston. The former spoke on "The Proper Education of an American Citizen," and the latter on "The School of the Future." One of the disappointing inconsistencies of the platform was the failure to rule out essays by poor readers in the place of "speeches without manuscript," announced in print on the programmes. If this condition had been insisted upon, the meetings would have been less laborious, more popular, more inspiring, and, doubtless, more effective. The women's meeting at the Grand Opera House Tuesday morning was largely attended, and would have been the best of all, but for one serious blunder—the women speakers could not be heard, except by those at the

front. It was a great pity that the excellent addresses of women like Margaret W. Sutherland of Ohio, Sarah L. Arnold of Massachusetts, and Margaret J. Evans of Minnesota, were not heard by two-thirds of the magnificent audience assembled before them, and impatient to hear every word. The drawing-room voice, beautiful in itself, is not adequate in the presence of an audience of two thousand people. When all the powers of an auditor are taxed in the effort to hear, there is no strength left for assimilation. A tired man cannot digest food.

Nevertheless, the Washington meeting of the N. E. A. was a great one, and made an important contribution to educational science, and rendered invaluable service toward the solution of many perplexing educational problems. The volume containing the published proceedings will be a rich mine of educational treasure to any teacher who will study it.

The executive management aside, the men who stood out prominently, and who were always heard gladly, though none are good speakers, were the United States Commissioner of Education, the Hon. Wm. T. Harris, Dr. E. E. White of Cincinnati, Dr. Alexander Graham Bell of Washington, the inventor of the telephone, Dr. B. A. Hindsdale of the University of Michigan, Dr. C. M. Woodward of St. Louis, Dr. A. T. Ormond of Princeton University, Dr. Charles De Garmo of Ithaca, N. Y., and Miss Mary C. McCulloch of St. Louis.

Dr. Harris is easily the first man of the nation educationally, not only because he is officially at the head, but because he is our greatest and clearest educational philosopher. Dr. White, once Mark Hanna's teacher, is our greatest master of applied educational theories, and an author whose works are widely studied in school circles.

Dr. Hindsdale does not seem to be a constructive pedagogist, but one of the shrewdest and sharpest of pedagogical critics. He is evidently fond of polemics.

Dr. Alexander Graham Bell is a great benefactor in his invaluable contributions to the methods of educating the deaf and dumb. The distinguished inventor shows profound insight into the development of his theories and mas-

terful practical wisdom in his application of them to the difficult problems of the education of deaf mutes.

Dr. C. M. Woodward is a wise "father" on the subject of manual training, and his name will abide in connection with that important and rapidly developing phase of educational work.

Miss Mary C. McCulloch deserves all the consideration she receives, because of her enthusiastic devotion to kindergarten work, and her wise and witty utterances on that subject. She is a little woman with big influence.

Dr. A. T. Ormond, rotund and rubicund, always represents Princeton ably. He looks at everything through the spectacles of the Scotch philosophy, and pounds on his subject like a blacksmith with a sledge-hammer.

Dr. De Garmo is at the head of the National Herbart Society, and incarnates the latest fad in educational philosophy. Herbartian pedagogy will run its race and die. Much folly will be interred with its bones, and some real good will live after it.

The presidency of the N. E. A. passes from James M. Greenwood, our efficient Kansas City Superintendent of Schools, to E. Oram Lyte, the principal of the State Normal School, Millersville, Pa. The next meeting will go to Los Angeles, on the Pacific Coast.

MARSHALL, MO.

—*The Observer.*

THE NATIONAL EDUCATIONAL ASSOCIATION.

BY PRESIDENT A. R. TAYLOR, PH. D.

The thirty-seventh annual meeting of the association occurred on July 7-12, in that most beautiful and interesting city in the Western Hemisphere, Washington. What is known as the National Council of Education held its meetings on July 6 and 7. The council is composed of sixty representative educators, half of whom are elected by the National Educational Association and half by the Council itself. The terms of membership are so arranged that ten of them expire each year. Non-attendance for two consecutive meetings forfeits membership.

The specific function of the Council is the

"consideration and discussion of educational questions of general interest and public importance; to reach and disseminate correct thinking on educational questions; to further the objects of the National Educational Association, and to initiate, conduct and guide the thorough investigation of important educational questions originating in the Council, also to conduct like investigations, originating in the National Educational Association, or in any of its departments, and requiring the expenditure of funds." In the appointment of its speakers and committees, the Council is not limited to its membership. As is easily seen from the above, the meetings of the Council are always of deep interest to the regular attendants on these national gatherings; for the speakers are usually the most learned and honored men in the profession. This particular meeting was no exception to the rule. The principal themes discussed were: School hygiene, school architecture, school furniture, school anthropometry, school diseases and medical inspection, the hygiene of instruction, relation of psychology to education, rational psychology, experimental and physiological psychology, and the main subjects presented in the report of the Committee of Twelve on Rural Schools. The discussions showed how much nearer we are getting to the practical side of school keeping in our philosophy. They showed also that the leaven of Herbartianism and child study is working effectively among all classes of teachers in this country. An amusing colloquy arose over the benefit of the "new psychology" to education. Prof. L. Witmer, one of its defenders, illustrated his idea in a very simple way by citing the case of a dull boy, the cause of whose stupidity the new psychology had discovered to be defective vision, and stated that "the new psychology would certainly put proper glasses on that boy!" One of the most fruitful topics discussed proved to be the proposed changes in the organization and administration of rival schools. The sentiment of the Council is evidently in favor of the township system as against the district system, though there are not a few valiant defenders of the latter. Where country schools are small, it is now proposed that the districts should be consolidated and transportation from

outside certain limits provided at public expense. Longer terms of school and better instruction could thus be secured. School extension in the form of home reading under the direction of the teacher of the district, for those who have left school, found general favor. The first general meeting of the Association proper was a mammoth affair. The great convention hall overflowed at every door. Six or seven thousand people found comfortable seats, while the Marine Band played an appropriate program. The exercises were opened with prayer by Rev. Frank M. Bristol, and then followed several eloquent addresses of welcome by representatives of the leading civic and educational interests of the city. The superb voice of President Whitman of Columbia University penetrated every corner of the hall and quickly made everybody his friend. His magnificent tribute to American manhood and his thrilling reference to the recent victories on land and sea aroused unbounded enthusiasm. Hon. Webster Davis of Missouri, Assistant Secretary of the Interior, represented the United States government in a short address. Though the hour was late, and a thousand travel-wearied visitors already crowding toward the main exit, he easily stayed the tide and soon had everyone forgetting his weariness and listening attentively to his witty and eloquent words. Though lacking in the elegance and the scholarship of some of the preceding speakers, his speech electrified the audience, and his description of the "now united country" called forth a perfect storm of applause. While the audience was demanding his return to the platform, the band struck up "The Star Spangled Banner," amid universal shouts and cheers. It seemed the patriots' night rather than the school-masters' night, and yet, where are there truer, more self-sacrificing patriots than the school-masters?

Missouri was also highly honored in the happy inaugural address of President Greenwood of the Kansas City schools. He has long been a prominent member of the Association, and of the Council, and the success of this great Washington meeting shows that he knows how to marshal the educational forces of this nation, as well as of that little giant at the mouth of

the Kaw. In speaking of the present educational movements, he said:

There is a rapid awakening of the American people in all sections of our country on the subject of fine and industrial art education, and this is a hopeful sign of national progress and of permanent prosperity. Its full development will make the lives of our people richer and more enjoyable. We are at the beginning of what will extend into all that the most ardent advocates of art education now regard as remote possibilities.

It is not too much to hope that industrial and art education will become potent factors in settling equitably the somewhat disturbed social and economic questions of this country. No thoughtful citizen forgets for a moment the ominous sounds that every now and then come rumbling to the surface indicative of the spirit of unrest. Certainly it is the part of broad and comprehensive statesmanship to take notice of such danger signals. Instead of exerting our highest forms of mental energy in attempting to connect the active present and the unknown future with a wornout past, it behooves us to solve the problems of the present with reference to their bearing on the future. The life of a century or two ago, except to mark progress, has no great hold on the issues of the present, and the further back the less vital is the connection. This century has been richer and fuller and higher and grander than all the centuries from the fall of Adam to the death of Washington. All the great agencies of modern civilization are of recent origin. To face resolutely the future and its possibilities, and to stand unfalteringly by our country and sustain her honor, stability, and prosperity, is the duty of every educator.

The Association divided each morning following into two great assemblies, one at the Grand Opera-House and the other at the National Theater. In spite of the multitude of attractions in and near the city, the audiences were large and attentive. The department meetings, of which there are now some sixteen, were held in the afternoon, at designated places. All of them were well attended, the "storm centers" being the meeting of the Herbert, the kindergarten, the manual training, and the child-study departments.

The coupons at the treasurer's office showed nearly ten thousand members in attendance. The number coming from inside the "100-mile limit" was variously estimated, some putting it as high as five thousand. Some of the newspapers placed the total attendance at twenty thousand, though fifteen thousand is probably outside the actual limit. Practically every State and every great educational institution in the Union was represented, and the stimulating effect of this vast assemblage must be felt in every hamlet from the Atlantic to the Pacific.

EMPORIA, KANSAS.

—The Observer.



A GRAIN OF COFFEE.

The following useful and suggestive lesson is taken from the Indiana School Journal. Try the same plan with a grain of corn, a grain of wheat, an orange, a bunch of grapes and other subjects:

1. Where may I have it grown?
2. How many miles from here?
3. Is the country larger or smaller than the United States?
4. How does its climate compare with ours?
5. In what kind of soil does it grow?
6. In what kind of land—low or high?
7. Is it a cultivated plant?
8. What other countries besides the one you named produce coffee?
9. What people are engaged in its production?
10. Name the different kinds of coffee you know.
11. Do you drink coffee? Which kind do you like best?
12. To which kind does the grain you brought to school belong?
13. How was this grain brought to this country? Describe the route.
14. Did it come in boxes or sacks?
15. About how many pounds in a sack?
16. What was the color of this grain when the retail dealer received it?
17. What color is it now?
18. What changed the color? Who did it?
19. What else must be done before it is ready for use? Who does this?—Exchange.

HOW THE CHINESE DO THINGS.

Everything relating to the Orient is of interest. The Chinese do everything backward. They exactly reverse the usual order of civilization.

Note, first, that the Chinese compass points to the south instead of the north.

The men wear skirts and the women trousers.

The men wear their hair long and the women wear it short.

The men carry on dressmaking and the women carry burdens.

The spoken language in China is not written, and the written language is not spoken.

Books are read backward, and what are called footnotes are inserted at the top of the page.

The Chinese shake their own hands instead of the hands of those they greet.

The Chinese dress is white at funerals and in mourning at weddings, while old women always serve as bridesmaids.

The Chinese launch their vessels sideways and mount their horses from the off side.

The Chinese begin their dinner with dessert and end with soup and fish.—Sabbath School Visitor.

TEMPERANCE ALPHABET.

Dr. Cyrus Edison contributed a paper to the North American Review on the question "Is Drunkenness Curable?" and ends the article by reciting an alphabetic rhyme, describing all the stages of alcoholism from the first sip to the drunkard's grave, which he learned from a patient, a young man of great ability and fine moral perception, who was an incurable inebriate. The doctor says that his eyes would stream with tears as he recited the following verses, describing his own case and career. It is the most truthful and graphic picture of the kind that has been printed:

A stands for Alcohol, deathlike its grip;
 B for Beginner, who takes just a sip;
 C for Companion, who urges him on;
 D for the demon of Drink that is born;
 E for Endeavor he makes to resist;
 F stands for Friends who so loudly insist;
 G for the Guilt that he afterwards feels;
 H for the Horrors that hang at his heels;
 I his Intention to drink not at all.
 J stands for Jeering that follows his fall;
 K for his Knowledge that he is a slave.
 L stands for Liquors his appetites crave;
 M for convivial Meetings so gay.
 N stands for No that he tries hard to say;
 O for the Orgies that then come to pass.
 P stands for Pride that he drowns in his glass;
 Q for the Quarrels that nightly abound.
 R stands for Ruin, that hovers around;
 S stands for Sights that his vision bedim.
 T stands for Trembling that seizes his limb;
 U for his Usefulness sunk in the slums.
 V stands for Vagrant he quickly becomes;
 W for Waning of life that's soon done;
 X for his eXit regretted by none.
 Youth of this nation, such weakness is crime;
 Zealously turn from the tempter in time.

—Journal of Education.

Here is a clever catch in numbers:

From six you take nine;
 And from nine you take ten;
 Then from forty take fifty,
 And six will remain.

Of course you can't perform any such arithmetical feat in ordinary figures, but if you will use the Roman numerals the solution is quite simple: Here it is:

SIX	IX	XL
IX	X	L
<hr/>		
S	I	X

HIGH SOUNDING NAMES.

We are always prone to accept the unknown as the magnificent—if I may translate the Latin phrase—to put a higher value on the things veiled from us by the folds of a foreign language. The Bosphorus is a more poetic place than Oxford, though the meaning of both names is the same. Montenegro fills our ears and raises our expectations higher than could any mere Black Mountain. "The Big River" is but a vulgar nickname, and yet we accept the equivalent Guadalquivir and Rio Grande; we even allow ourselves sometimes to speak of the Rio Grande river—which is as tautological as De Quincey declared the name of Mrs. Barebauld to be. Bridgeport is as prosaic as may be, while Alcantara has a remote and romantic aroma, and yet the latter word signifies only "the bridge." We can be neighborly, most of us, with the White Mountains; but we feel a deeper respect for Mont Blanc and the Weisshorn and the Sierra Nevada.—Scribner's Magazine.

The writer might have added:

Land's End,	Finisterre.
Lake Bottom,	Fond du Lac.
Dog Plain,	Prairie du Chien.
Green Hills,	Vermont.
Three Hills,	Tremont.
Abbot's Town,	Abingdon.
Water's Edge,	Bordeaux.
White Oak,	Albuquerque.
Red Castle,	Alhambra.
Bear Town,	Berne.
Red Staff,	Baton Rouge.
Slinger Islands,	Balearcic Islands.
Hawk Islands,	Azores.
High Land,	Auverne.
Louih Land,	Australia.
What-do-you-say,	Yucatan.
Rushing River,	Wisconsin.
Swampy,	Athabasca.
Clearwater,	Windermere.
Clearwater,	Eau Claire.
Buck,	Washita.
Dry Belt,	Arizona.
Smoke Vomiter,	Vesuvius.
Park Valley,	Valparaiso.
Foggy Place,	Chautauqua.
Skunk Town,	Chicago.
Big Bend,	Tennessee.
Castle Edwin,	Edinburgh.
Stallion Pen,	Stutgard.
Lion Town,	Singapore.
Cold Spring,	Sandusky.
Burnt Face,	Ethiopia.
Hell's Mouth,	Pernambuco.
Snow Mountains,	Himalaya.

Burning Pine,
Smoke Pipe,
Rockland,
Coiling Snake,
Big Foot,
Sleepy Eye,
Whale Islands,
Mud Fish,
Water Neck,
Smoky Water,
Two Rivers,
Robber Islands,
Shallow River,
Swamp Fort,

Potomac.
Hoboken.
Penobscot.
Orinoco.
Patagonia.
Iowa.
Orkneys.
Panama.
Niagara.
Kansas.
Nashota.
Ladrones.
Nebraska.
Leyden.

—Western Teacher.

SOME EXAMINATION CURIOSITIES.

Mark Twain tells of a pupil with the words zoological, geological and theological, which he was required to use in the construction of sentences. He got mixed on the words and in two of his sentences he let out a couple of secrets that ought never to have been divulged. Here they are:

Some of the best fossils are found in theological cabinets.

There are a good many donkeys in theological gardens.

The following definitions were given in an examination in mathematics:

Parallel lines are lines that can never meet until they come together.

Things that are equal to each other are equal to anything else.

To find the number of square feet in a room, multiply the room by the number of feet, and the product will be the result.

A circle is a round straight line with a hole in the middle.

Here are some answers given by the class in geography:

Ireland is called the "Emigrant Isle" because it is so beautiful and green.

The principal occupation of the people of Austria is gathering austriach feathers.

The two most famous volcanoes of Europe are Sodom and Gomorrow.

Here are some written answers to questions in civil government:

The first consciencious congress met in Philadelphia.

The constitution of the United States was adopted in order to secure domestic hostility.

True citizenship, like true manhood and womanhood, will come because we work it in early. When we train for stalwarts we shall have them and not before.—Frances Willard.

OUTLINE OF HEALTH LESSONS.

BY SARAH L. ARNOLD.

GRADE I.

Learn to name and locate parts of body—head, neck, trunk, arms (right and left), hands, feet. Movement, use and care of each part. Show what can be done with each part: How adapted to use; right uses. Kindness, how shown by hands, feet, lips. Strong hands; lips that can say "no" when we are asked to do wrong. Teach the poem, "Beautiful Things."

Compare parts of body with bodies of animals studied; compare uses, parts of head, crown, back, sides, face, ears, nose, hair, care of teeth, hair, ears, eyes, face. Parts of hands and feet, uses; care of nails; joints, show how they allow freedom of movement. Give physical exercises related to lessons. Special attention to hygiene. Emphasize cleanliness and neatness.

GRADE 2.

I. Simple lessons on eating, drinking, breathing, sleeping, with special reference to hygiene and right habits. Self control, temperance in eating and drinking. Healthful foods and drinks. Value of sleep, hours of rising and retiring. Ventilation, colds, drafts.

II. Simple lessons on the senses and what we learn through them. The skin, use, care, cleanliness. In all lessons endeavor to teach self-control in relation to voluntary actions of the body.

III. The bony frame of the body:

1. The skeleton.
2. Its uses. (a) To give shape. (b) To give support. (c) To give protection.
3. How bones may grow out of shape.
4. Effects of tight clothing and high heeled boots and shoes.
5. Effects of unhealthy position of the body upon the bones.
6. How tobacco and alcohol affect the growth of the bones.

IV. How our bodies are moved:

1. Muscles described.
2. Explain uses and shape of muscles.
3. How they work.
4. The cords and their uses.
5. Effect of exercise on the muscles. (a) Various kinds of exercise. (b) Best time to exercise.

GRADE 3.

I. Review previous work.

II. 1. What we eat and drink:

(a) The flesh making foods.

(b) The heat giving foods; what they are, why we eat them.

(c) Salty foods.

(d) Water, why we need it.

2. Unwholesome drinks.

3. Bad effects of tobacco.

III. How food is changed to bone, muscle, etc.:

1. The kind of food to eat.
2. Why plain and simple food is best.
3. How unwholesome food may hurt us.
4. The best time to eat.
5. How alcohol hurts digestion.

IV. The blood:

1. What is it and how it looks.
2. The tubes that carry the blood,
3. The heart as a busy pump.
4. Why we need exercise.
5. How exercise affects the circulation of the blood.
6. Effects of alcohol upon the blood vessels and the heart.

V. Breathing and what comes of it:

1. What is it to breathe?
2. How we breathe.
3. Changes in the air from breathing.
4. How bad air makes us ill.
5. Why pure air is important to sick people.
6. How to breathe pure air.
7. Effects of alcohol upon the throat and lungs.

VI. How our body is covered:

1. The skin.
2. The sweat tubes—the drain tubes of the body.
3. Why we need to take baths.
4. Baths, how and when to take them.
5. Why we need to wear clothing.
6. About clothing.

VII. Hints to everyday health:

1. How to care for the teeth.
2. Hints for keeping good eyesight.
3. Care of the ear.
4. Care of the throat.
5. Care of the finger nails.
6. Care of the hair.
7. Care of the feet, head and body to prevent colds.

8. Hints about sleeping.

9. The sick room and how to care for it.—Waymarks for Teachers.

It is reported that 600 Kansas school men have enlisted for the war. A patriotic set of men the schoolmasters are and always have been, but they have not felt called upon to enlist to any such extent in other states. All honor to the Kansas schoolmaster soldiers.—Journal of Education.

Illinois is not far behind, and if the count was made in Missouri it would run far into the hundreds. The teachers of the Mississippi valley are standing up for their country and carrying old glory to the front.

See special subscription offer on page 4.

Children's Corner.

Correcting a Fault.

Geoffrey Miller was a pretty good sort of a boy, but he had one fault, and that a serious one; he did not pay attention to what was told him, and then, in excuse, would say, "I forgot."

His mother tried in many ways to help him overcome this fault. One day he forgot to close the gate between the barnyard and garden and the cow ate up the early vegetables as well as the sweet peas and pansies.

Another day his mother sent him to the meat market to order the roast for dinner. Then she went out and did not return until near dinner time. Mr. Miller brought home with him some friends to dinner. Mrs. Miller, as soon as she returned, went into the kitchen to see if dinner was ready to be served, but the cook told her the roast had not come. Of course it was Geoffrey's fault, and his mother was annoyed and his father displeased.

After the guests went back to the city Mr. and Mrs. Miller talked the matter over and Mr. Miller said:

"Really, that boy ought to be taught to remember to do what he is told."

Mrs. Miller thought so, too, and they decided to try a new plan.

The next day Geoffrey was to go to the city with his father. His mother laid out his clothes ready for him the night before and Geoffrey's last words to her were:

"Now, mother, don't forget to call me in time."

Not that his mother ever had forgotten to call him, but it was a way Geoffrey had of talking.

The next morning the rising bell rang as usual. Geoffrey heard it, but thinking there was plenty of time he did not get up at once, and was soon fast asleep.

It was 8 o'clock, breakfast over and Mr. Miller had gone to the city when Geoffrey came down.

"Mother, why didn't you call me?" he asked.

"Why, Geoffrey, I forgot," said his mother. She was just ready to go to a

neighbor's and did not comfort Geoffrey over his disappointment.

At the neighbor's lived a boy of Geoffrey's age—George Johnson. The two boys were great friends. That afternoon Mr. and Mrs. Johnson and George went to take a long ride in the country. They sent word by Mrs. Miller for Geoffrey to go with them.

On Mrs. Miller's return home she said nothing about the matter to Geoffrey.

On her way home she met a boy who asked her to say to Geoffrey that the black-and-tan puppy was old enough for him to take away, and if he wanted it he must come that morning after it.

When Mrs. Miller reached home she found Geoffrey still unhappy because he did not go to the city, but by afternoon he felt better and as some friends came to see him he had quite a pleasant time. He invited them to come again the next day to play croquet with him.

"Father is going to bring a new set from the city for me," said Geoffrey.

Mr. Miller came home and Geoffrey asked for the croquet set.

"Why, Geoffrey, I forgot to get it," said Mr. Miller.

Geoffrey went away sorrowfully, but he did not say anything. There was a look in his father's eyes which kept him silent.

After tea Mr. and Mrs. Johnson and George came to the house on their way home from their drive. Mr. Johnson stopped his horses at the gate to talk with Mr. Miller, and George said to Geoffrey:

"Why didn't you come and go with us?"

"Go where?" asked Geoffrey.

"To Fisher's pond. We had fine luck fishing." And he showed Geoffrey a fine string of fish.

"Because you didn't ask me," said Geoffrey.

"Oh, yes," said George; "I sent word by your mother to come and go with us."

"Mother didn't tell me," said Geoffrey.

"That is strange," said George, "for she said she would be pleased to have you go."

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Beware of Substitutes and imitations.

No more was said, as Mr. Johnson drove away home, but Geoffrey came to his mother about the matter.

"Why, Geoffrey, I must have forgotten it," was her excuse.

Before Geoffrey could reply the boy who had the black-and-tan dog called to see him.

"Geoff, I thought you wanted the puppy, but as you did not come I sold it to Mr. Gray, who has taken it to the city with him for his little boy."

"I did want it; you knew I did. Why didn't you let me know it was old enough to be taken away?"

The boy looked up to Mrs. Miller, saying:

"I did send you word, didn't I, ma'am?"

"Why, yes, so you did," said Mrs. Miller. "I must have forgotten it."

Geoffrey said nothing, for he began

to see there must be some reason why his father and mother, who had never before forgotten anything that gave him pleasure, had forgotten so many things in a single day.

Late in the evening Lieut. Graham called, on his way home from the parade, and said:

"I was sorry not to see you at parade, Geoffrey. I knew you'd like it, so I requested your mother to tell you to be sure and come. It was splendid. You ought to have seen us!" And he laid his hand on Geoffrey's shoulder.

"Mother did not tell me," answered Geoffrey, hanging his head in shame.

"I certainly must have forgotten it. For you did tell me, lieutenant," said Geoffrey's mother.

And the lieutenant left, saying: "I'm sorry, Geoffrey. But I must hurry home now."

That night, before Geoffrey went to bed, he came and stood a moment by his mother's chair, and then said:

"Mother, I'll try not to forget any more."

And he kept his word, too.—The Morning Star.

With the Fourth of July number the Saturday Evening Post, now in the hands of the Curtis Publishing Co., Philadelphia, began its 171st year. This is said to be the oldest weekly publication in the United States. It was founded by Benjamin Franklin in 1728. It certainly does not show its age, the latest issues having an exceedingly up-to-date appearance, with all the modern typographical improvements and numerous photogravure illustrations. In its editorial announcements its readers are informed that it "now starts out as a high-grade illustrated weekly magazine, equal in tone and character to the best of the monthlies." The price of the Post is 5c a copy or \$2.50 a year.

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Dolce.

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2. Hear the gen - tle zeph - yrs In the leaf - y shade,
3. While so bright be - fore us Smiles all na - ture fair,

See the stars of eve - ning In the sky se - rene;
Hear the mer - ry song - bird In the for - est glade;
We will join the cho - rus Sound - ing ev - 'ry - where;

DUET.

Ev - 'ry leaf and flow - 'ret, If we un - der - stood,
Nat - ure's man - y voi - ces From the field and wood,
Hearts of glad - ness bring - ing Ev - er as we should,

Bears the shin - ing lan - guage, God is ev - er good.
All are glad out - pour - ing, God is ev - er good.
Will we join in sing - ing, God is ev - er good.

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STORIES OF STARLAND. By Mary Proctor. Published by Potter & Putnam Company, New York. Cloth, 186 pp. Price, 50c.

Richard Proctor, the mathematician and astronomer, was widely and favorably known throughout this country as a versatile writer and a brilliant lecturer. His spirit lives through his daughter, Miss Mary Proctor, who, as a writer and lecturer to children, is establishing herself in the hearts of the people.

From childhood she was her father's constant companion and she absorbed from him a love for his favorite pursuit as well as a fund of information which she is in turn giving to the children of the land.

As a lecturer she has already achieved a high reputation. Especially is she happy in her talks to children on the wonders of the heavens. She holds the strict attention of her audience of little ones by her simple language and interesting stories and legends, the last of which she seems to have an unlimited supply. She is also a frequent contributor to periodicals; but *Stories of Starland* is the first product in book form from her pen.

The great truths of astronomy, about which the average child, and even the adult, knows so little, are so clothed and interwoven in story that the reader is led, entranced as through a fairy land, by this delightful author. The style is conversational in character and the story is developed and guided by the inquisition and natural questions of her brother Harry and his little cousin Nellie.

The *Story of the Giant Sun*, the *Family of Giant Sun*; a *Ramble on the Moon*; the *Planet Mars* and the *Baby Planets*; *Story of Jupiter and his Moons*; *The Giant Planets*; *Comets and Meteors*; *Stories of the Summer Stars*; *God Bless the Star*, are the main chapter headings. Nearly forty legends are told, some of them apparently in print for the first time. The book is copiously illustrated and at the

end of each chapter are appropriate and simple poems. The typography of the book is most excellent, the binding attractive. It is a book a child will read with pleasure and profit. We most heartily commend it to all.

THE RATIONAL SPELLING BOOK. By Dr. J. M. Rice, editor of "The Forum," author of "The Public School System of the United States," "The Futility of the Spelling Grind," etc. Part I. Price, 15 cents. Part II. Price, 20 cents. American Book Company, New York, Cincinnati and Chicago.

One of the difficult problems in education is, and until we adopt the phonetic system, will be "How to Teach Spelling." After all the experiments with so-called improved methods in spelling, we are getting back to the conclusion that spelling is not a faculty or an art, but a habit to be acquired by practice, and that the best, and indeed the only way, for the child to learn to spell correctly is to spell. Dr. Rice made an extended investigation to discover what words of those really used are liable to be misspelled. This book is an earnest effort to provide a definite remedy for the failures revealed. The spelling book is going back into the schools and it is going to stay. In the grouping of words such as relation, donation, collection, objection, selection, etc., Dr. Rice seems to have gotten back to something of the plan of the old blue-back Webster, with its baker, shaker, lady, shady, etc. The arrangement of so many of the difficult words for special drill and review is an excellent plan and we heartily commend it.

NATURE STUDY IN THE ELEMENTARY SCHOOLS. A manual for teachers. By Mrs. Lucy Langdon Williams Wilson, Ph. D. The Macmillan Co., New York and Chicago.

This book is an outgrowth of a rich, varied and thoughtful experience with child nature and the nature that surrounds him. Mrs. Wilson studies the child and adapts conditions to his actual needs. It is a manual for teachers, arranged by months and so carefully planned that any teacher may easily adapt it to their classes. It takes up not only the plants, animals and weather conditions, but also outlines the poetry, literature and myths. It contains 262 pages, is beautifully and profusely illustrated and durably bound.

FOUR AMERICAN PATRIOTS. A book for young Americans. By Alma Holman Burton. Werner School Book Co., Chicago. 254 pages; 50 cents.

This is a patriotic reader suitable to the fourth, fifth and sixth grades. It takes up the stories of Patrick Henry, Alexander Hamilton, Andrew Jackson and U. S. Grant. The story of these four great Americans is told in a very interesting manner, and as their lives cover so much of our military history a study of them will implant a better knowledge of history than can be obtained from the ordinary text-books. The boy or girl who hates history will read the story of these great men with pleasure.

THE CHILDREN OF THE FUTURE. By Nora Archibald Smith. 165 pp. Cloth. Houghton, Mifflin & Co., Boston and Chicago.

In order to educate the children of the future we must begin the study of children of to-day and this is one of the best of the many books we have read on child study. Mrs. Smith evidently believes in studying each individual child. She says: "We do not individualize sufficiently and the one sweeping reform which we hope that child study may make, if it does nothing else, is to open people's eyes to the fact that we cannot grow children as we can string beans, planting them at exactly the same depth, furnishing them with the same fertilizers, and providing them on the same day with twelve dozen bean-poles to run on, all of the same length and diameter, and stuck straight into the ground at rigidly mathematical intervals."

A careful study of this book will help the teacher, not only to individualize more, but also to take a greater interest in the study of each individual.

WHO'S WHO—1898. An Annual Biographical Dictionary of Living Celebrities. By Douglas Sladen. 830 pp. \$1.75. The Macmillan Co., New York.

This work contains about 7,000 biographies of eminent men and women of the day. About 1,000 new names have been added this year to those in the edition of 1897. It is a very handy reference work.

A HISTORY OF OUR COUNTRY. By Edward S. Ellis, A. M., 12mo, cloth, 200 illustrations. Lee & Shepard, Boston.

For accuracy, clearness of expression, originality of treatment, and fullness of illustrations, this work will commend itself to all. It is a graphic and complete record of every event of note, from the earliest visits of the Norsemen to the present time. The youth of America can hardly be impressed too strongly with the fact that their country is the home of the loftiest civilization, and of the highest development of art, literature, science, invention, education, and true progress, and offers unlimited possibilities that are unknown elsewhere. These lessons are conveyed, in a pleasant manner, to the mind of the reader, and, whether as a book of instruction for the pupil or private reading at home, will prove of value to all.

The splendid patriotism that pervades the work is a striking feature. Recent events have thrilled the public with such a love of country as has not been manifested within a generation, and it is a fitting time to make patriotism permanent in the minds of future citizens. Our historian knows how to do this. The book treats of events that are "worth while," and in such an interesting manner as to make a lasting impression on the pupil. The illustrations, press work and binding are of the very best.

THE SIGHT READER. Supplemental practice for pupils who have completed and first reader. Sheldon & Co., New York, Chicago and Boston.

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ELEMENTS OF CONSTRUCTIVE GEOMETRY. Inductively presented. By William Noetting, A. M., C. E., State Normal School, Bloomsburg, Pa. 12mo, 62 pp. Cloth. Introductory price, 36 cents. Silver, Burdett & Co., publishers, Boston, New York, Chicago, Philadelphia.

The material in this little volume is largely a translation of that in an excellent work prepared by K. H. Stocker, an eminent German mathematician. It is based upon the inductive rather than the deductive method, and its plan is constructive, the pupils drawing their own figures. It is purely elementary, and aims to furnish children in the lower grammar grades with a rudimentary knowledge of the subject, which will not only serve as an excellent introduction to more difficult and advanced study, but will also prove of practical value in various ways. The general treatment is so plain and effective that it is believed that pupils of nine or ten will readily understand the subject as here presented. Indeed, the subject matter of the book has been used with pupils in the practice school where the author has charge of mathematics, and they prefer it to pure arithmetic. Teachers who have supposed that geometry must of necessity be relegated to the higher grades will be surprised to find how quickly young pupils grasp the ideas and work out the problems, when they are presented in simple, intelligent form, as in this volume. Let us have less bank discount and more geometry.

There is more Catarrh in this section of the country than all other diseases put together, and until the last few years was supposed to be incurable. For a great many years doctors pronounced it a local disease, and prescribed local remedies, and by constantly failing to cure with local treatment, pronounced it incurable. Science has proven catarrh to be a constitutional disease, and therefore requires constitutional treatment. Hall's Catarrh Cure, manufactured by F. J. Cheney & Co., Toledo, O., is the only constitutional cure on the market. It is taken internally in doses from 10 drops to a teaspoonful. It acts directly on the blood and mucous surfaces of the system. They offer one hundred dollars for any case it fails to cure. Send for circulars and testimonials.

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Literary Notes.

An important feature of the August Chautauquan is a strong article by Rev. Anna Howard Shaw on "Women in the Ministry," in which she says that women not only must equal but they must excel men in the ministry before they will be recognized. The article is well written and shows portraits of some of the prominent women of the profession.

THE WORLD'S SUNDAY-SCHOOL CONVENTION.

Three times has a World's Sunday-School Convention been held. The third and latest has just taken place in London, England. A bird's-eye view of the big meeting and its salient features is to appear shortly in The Sunday-School Times, written by Dr. William Wright of London, who delivered the welcoming address to the delegates.

Very few publications have ever presented in one issue as many stories by prominent American authors as "The National Magazine" for August. It is a fiction number and not only are the authors representatively American, but the wide scope covered by the stories are truly national. The Rhode Island sketches by Anna Farquhar, Octave Thane's Arkansas story, Eben Rexford's mining town episode, Francis Lynde's Colorado adventure, Hayden Carruth's story—"A New York Artist's Life"—cover an extended range of national types. The fiction suggests at a sweeping glance the vastness of our own country, and shows the great possibilities for the future of American literature.

D. C. Heath & Co., publishers, Boston, announce Bu'l's Fridtjof Nansen, translated from the Norwegian by Mordaunt R. Barnard and Dr. P. Groth. This gives a spirited narrative of Nansen's early life and his adventures in the Arctic regions. The book is es-

pecially suited for supplementary reading, is interesting throughout, and has the ring of manliness and patriotism. It contains many illustrations, and will be ready before September.

The Ladies' Home Journal announces that it is in want of two editors, and will be glad of the assistance of two bright persons—men or women. One is wanted to edit the fashions department and the other to write for children. Both must be largely endowed with originality, and set forth the lines upon which they would conduct the work.

The fiction number of Scribner's Magazine has been an institution for a decade. In it have appeared many short stories that have made their authors famous. It has also been the occasion for several novel and successful experiments in color-printing. This year the colored cover is one of the four prize designs by Albert Herter and it is a brilliant example of decorative printing.

The war has necessarily crowded out some of the illustrated short stories. Richard Harding Davis continues his brilliant Chapters on the War with an amusing description of the life at Tampa just before the sailing of Gen. Shafter's expedition. He aptly calls it "The Rocking-Chair Period of the War." Following the text very closely is a series of illustrations from photographs made by Dwight L. Elmdorf which are not only realistic but artistic.

Few people realize that the most important part of a house, if one wishes a healthy habitation, is the ground under it, a seeming paradox, but nevertheless true. This point and many other equally instructive ones to intending builders are taken up by Mrs. H. M. Plunkett in "What Constitutes a Perfectly Sanitary House," in Harper's Bazar for July 23.

The account of the Battle of Manila Bay which has been written for the August "Century" by Joel C. Evans, gunner of the Boston, refers especially

to the bravery of the Chinese servants whom Admiral Dewey has just recommended for citizenship. Mr. Evans says: "The Chinese servants, ordinarily used for fetching and carrying, were impressed into service, and showed courage and skill. They showed as much nerve as the Americans. They toiled at the whips and in lifting and carrying the ammunition. Their faces were as impassive as when serving dinner in Hong-Kong harbor. This article is one of three accounts of the battle written by eye-witnesses.

The August number of McClure's Magazine is a special fiction number, with a story of school life by Rudyard Kipling; a story of liners and icebergs by Cutcliffe Hyne; a new chapter in the life of the King of Boyville, showing the King in his first experience of love, by William Allen White; the story of a love adventure in a London fog, by Hester Caldwell Oakley; a railroad story by John A. Hill; and a characteristic story of rural life by Rowland M. Robinson.

"The Day Breaketh," is the title of a new book by Mrs. Fanny Alricks Shugert, author of "Ezekiel, or From Bethlehem to Calvary."

The scene of this story is laid in the famous and magnificent old Syrian city of Antioch, and the time covers the period in which the twelve apostles were engaged in fulfilling the mission intrusted to them by Christ. Cloth, 12 mo; 50 cents. Henry Altemus, Philadelphia, publisher.

The beautiful illustration of Birds, used as a supplement in this issue, is from "Bird Studies," by William E. D. Scott and is kindly loaned us by the publishers, Messrs. G. P. Putnam Sons, New York. This excellent book was reviewed in our last issue. It contains over 100 illustrations similar to this one and includes all the land birds in Eastern North America. We understand these excellent photographs are for sale in sets at 50 cents each.

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What department do you like best?
 Shall we omit the examination department and put in more contributions?

Do you use the children's corner?
 What use do you make of the supplements?

On what day of the month would you like to have the journal reach you?

The examination and literature departments are crowded out of this issue on account of the N. E. A. matter, but they will appear in the next.

Write us a letter answering all of above questions. We will appreciate it very much and it will help

BUSINESS.

We take pleasure in acknowledging receipt of a large number of new subscribers this month through the American Magazine League. The league is doing a grand work in stimulating a taste for knowledge and at the same time supplying it in a very satisfactory way. The International Library of Reference is worthy of a place in every library and is especially helpful to the teachers, who

will find it admirably adapted to their needs.

We hope this good work will continue, as all who encourage such enterprises will not only be benefited themselves, but enable many others to secure lasting benefit also.

We very cordially welcome this large list of new subscribers to our circle of readers and hope that the American Journal of Education will be a welcome companion and helper to every one.

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Lectures and Addresses.

All schools and societies that desire a lecture or an address by Aaron D. States, Greenfield, Missouri, should confer with him at least two months before the fixed date. "The American Torpedo Boat," "Man's Inhumanity to Man," "Tongues," "The Ridiculous and the Sublime," are his chief themes.

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The Danger of a Pretty Face.

"What a sweet child you have! Isn't she pretty?" said the hostess to a lady caller who was accompanied by her two little daughters.

As a rule mothers are not averse to praise bestowed upon their children; but in this particular instance the mother was not one bit pleased, for she did not want her little girl to be vain of the beauty that had been her heritage. "I do not like that lady at all," said the pretty child's sister as they left the house.

"Why?" queried mamma.

"Because—because—I don't." The child would say no more, but the mother knew full well that an injudicious remark had not only sown the seeds of vanity in one little heart, but seeds of envy in another.

At every opportunity she tried to impress upon the youthful minds that a kindly heart is far better than a beautiful face; but how can an observant child fail to see that the world smiles upon beauty while it passes by unpretentious goodness?

Strangers are often thoughtless, and even parents themselves. I have seen a mother array her little two-year-old in dainty attire and send her around the room courting flattery.

"Me pitty?" sounds very sweet from baby lips, and one can scarce deny the merited praise; but the haughty air, the conscious toss of the head which makes the same statement, is anything but charming in an older child.

Yet they are dainty and sweet and pretty, these little ones, but don't tell them so. They learn it all too soon. Praise the little maiden for her clean face, for the smooth hair which required so much patient endurance to have the tangles removed. Tell her that mamma has made her a nice dress, and that she must be very good to pay for it; but don't, don't tell her she is pretty. That is nature's endowment, and has required no exertion, no sacrifice on her part to acquire.—Christian Work.



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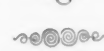
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9th, Main and Delaware Sts., Kansas City, Mo

JAMES CHARLTON,

Gen. Pass. and Ticket Agt.,
Monadnock Bldg., Chicago, Ill.